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ABSTRACT

Descriptions are provided of the six parenthood education and child development programs selected as outstanding by the American Vocational Association and the W. K. Kellogg Foundation. These programs identified as models for adoption or adaptation nationwide are Akron Family Life Education, Akron, Ohio; Teenage Parenting Curriculum Units, Arlington, Virginia; Education for Parenthood, Edison, New Jersey; Comprehensive Parenting Education Cluster, Pewaukee, Wisconsin; Comprehensive K-12 Curriculum, Salt Lake City, Utah; and Parent-Child Programs, St. Cloud, Minnesota. Each program description includes these components: purpose of project (philosophy and rationale), project goals, objectives for learner outcomes, content, program materials, implementation (budget and funding sources), usability, staff requirements, evaluation, and name, address, and telephone number of contact person. Abstracts are provided of 72 other projects that were also nominated for consideration as outstanding programs. These abstracts include program title, target audience, description and program, evidence of effectiveness, implementation requirements, financial requirements, services available, and name, address, and telephone number of contact person. A brief description of the Excellence in Parenthood/Child Development Education Project, which identified the outstanding programs, is found at the beginning of the publication. Appendixes include the criteria used for project selection. (YLB)

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EXCELLENCE IN PARENTHOOD/ CHILD DEVELOPMENT EDUCATION

A project sponsored by the
W.K. Kellogg Foundation
and the
American Vocational Association

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

AVA AMERICAN VOCATIONAL ASSOCIATION

June 20, 1984

Dear Educators:

Responsible parenting in today's demanding society can be a most difficult challenge. The education community through the vocational home economics curriculum offers youth and adults a way to meet this challenge through parenthood and child development education. During the past year, this special project co-sponsored by the American Vocational Association and the W.K. Kellogg Foundation has been conducted to identify and promote outstanding parenthood education and child development programs.

Six programs from across the country have been selected for this recognition. The programs selected include: Akron Family Life Education, Akron City Schools, Akron, Ohio; Teenage Parenting Curriculum Units, Family Education Center, Arlington, Va.; Education for Parenthood, Edison Township Public Schools, Edison, N.J.; Comprehensive Parenting Education Cluster, Waukesha County Technical Institute, Pewaukee, Wisconsin; Comprehensive K-12 Curriculum, Granite School District, Salt Lake City, Utah; Parent-Child Programs, St. Cloud Area Vocational Technical Institute, St. Cloud, Minnesota.

These six programs were selected from 80 nominations submitted by schools and organizations from across the country.

AVA is proud of the programs selected for this award. At a time when excellence in education is being emphasized, these programs highlight the innovations in the field of parenthood education and child development today.

Sincerely,

Gene Bottoms

Dr. Gene E. Bottoms
Executive Director

GB:llc

2020 NORTH 14TH STREET ☐ ARLINGTON, VIRGINIA 22201 ☐ PHONE (703) 522-6121

EXCELLENCE IN PARENTHOOD/CHILD DEVELOPMENT EDUCATION

PROJECT SUMMARY

The American Vocational Association (AVA) received a grant from the W.K. Kellogg Foundation of Battle Creek, Michigan, to identify and select exemplary Parenthood/Child Development Education programs as models for adoption or adaptation nationwide.

The overall goal of this one year activity was to share some of the most successful parenthood education programs, methods, and materials in the country through the selection of existing programs of exceptional quality.

Dr. Diane R. Halbrook, an AVA staff member and former home economics teacher and supervisor, served as the project director. She worked with a five-member advisory council representing the state vocational education directors, state supervisors of home economics, home economics teacher educators, administrators, and local program instructors. The council developed the criteria by which the programs were selected, planned the workshops, and reviewed the materials for dissemination. They also evaluated the successfulness of the effort.

Five regional workshops were held to share the parenting materials developed by the selected exemplary programs. States were asked to select information from the model programs for their own adaptation. A program about the project will be presented the 1984 AVA convention and awards will be presented to the programs involved in the project.

The AVA works closely with the state departments of education and is the major non-governmental agency helping to implement the federal Vocational Education Act.

The W.K. Kellogg Foundation, established in 1930 to "help people help themselves," has distributed more than $643 million in support of programs in agriculture, education and health. Areas of emphasis within the broad fields include adult continuing education; betterment of health; coordinated, cost-effective community health services; a wholesome food supply; and broadened leadership development. The Foundation is today among the largest philanthropic organizations in the nation. It supports programs in the United States, Latin America, and the Carribean, as well as international fellowship programs in other countries.

ACKNOWLEDGEMENTS

During 1983 - 1984, the American Vocational Association received a grant from the W.K. Kellogg Foundation of Battle Creek, Michigan to identify and disseminate information about exemplary Parenthood/Child Development Education Programs. This project would not have been possible without the assistance and cooperation of many people. Appreciation and thanks are extended to the following: Dr. Peter Ellis of the W.K. Kellogg Foundation; Dr. Gene Bottoms, Executive Director of the American Vocational Association; Ms. Bertha King of the United States Department of Education; the members of the advisory committee; Dr. Paul Lindsey of Texas; Dr. Ruth P. Hughes of Iowa; Dr. Joan McFaddon of Utah; Ms. Joan Gay of Georgia; Ms. Louisa Liddell, Executive Director of the Future Homemakers of America, Virginia; Dr. Camille Bell of Texas; Ms. Mary Beth Stine, Vice-President of the American Vocational Association, Illinois; Ms. Yvonne Ferguson of West Virginia and Dr. Jerelyn Schultz of Iowa. Special thanks are extended to the staff of the American Vocational Association: Dr. Roni Posner, Assistant Executive Director for Projects and Conferences; Ray McDonald, Accountant; Debbie Gomes and Lauri Chauvin, Project Secretaries. The support and commitment of these individuals contributed greatly to the success of this project.

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PROGRAM PRESENTORS

PROGRAM TITLE: Akron Family Life Education
Akron, Ohio

PURPOSE OF PROJECT
Philosophy and Rationale

Akron's Family Life Education Program is based on the following beliefs: that parents are concerned about their infants and toddlers, that parents often lack the knowledge of what is appropriate parenting behavior, that the poor parenting they experienced during childhood is inadequate preparation for parenting, that by providing a support system and role models it is possible to modify parental behavior and to enable parents to feel more positive about themselves and their role as parents. Family Life also believes that, for children, early intervention can prevent delays due to "high risk" environments and that early identification of developmental delays due to other causes can prevent multiple problems through early remediation.

PROJECT GOALS

To improve the home environment and every-day living skills of homemakers, to positively affect the future generation, through:

- Stimulating and promoting the development and/or improvement of personal growth and a positive self-concept.

- Guiding and assisting the development and/or improvement of homemaking skills, including:

  1. Parenting and interpersonal relations.
  2. Knowledge of basic nutrition and food preparation.
  3. Consumer skills including time and money management.

- Conveying to parents the importance of their role in the physical, intellectual, emotional and social development of children and providing guidance to them via a parent/infant interaction program.

-Providing a planned program of learning experiences and activities geared to the needs of the preschool children of program participants.

- Encouraging positive home-school-community relationships.

-Providing opportunities for development of leadership ability of staff and program participants.

-Acquainting homemakers with the services of community agencies and facilitating the utilization of these services, when needed.

OBJECTIVES FOR LEARNER OUTCOMES

1. Parent and child will participate on a regular (weekly) basis.

2. Parent will demonstrate positive interaction with child.

3. Parent will demonstrate use of proper nutrition and feeding techniques appropriate to development level of child.

4. Parent will provide safe environment appropriate to developmental level of child.

5. Parent will provide for child's health care by keeping appointments for regular check-ups.

6. Child will show progress in all developmental areas.

7. Child will be screened to measure progress at 4 month intervals during first year and at 6 month intervals until age three.

8. Parent will know of community agencies and services provided by each.

9. Parent will make decisions regarding child's needs after considering alternatives available.

CONTENT

Parents are referred to the program from many sources including:

1. Children's Services Board (county protective agency)

2. Children's Hospital Medical Center

   a. Medical Clinic
   b. Infant Therapy Department
   c. Social Services
   d. Pediatric Psychology Department

3. City Health Department - Nursing Division

4. Juvenile Court

5. Maternity Wards - Adult Hospitals

6. Teenage Parent Center

7. Friends, relatives

8. Self referrals

Upon receiving a referral, the parent is contacted and an initial home visit is made to determine the parent/child needs, and to establish a relationship upon which to begin the educational process. Parents of very young childen (under 1 year) are usually put in the weekly home visit program. Older children and their parents are included in group sessions meeting at South Education Center.

Home Visits are planned to include learning activities appropriate to the developmental level of the child. Nutrition and safety checklists are used to determine the parents' knowledge in these areas so that appropriate instruction can be included in planning for future home visits. Parents are encouraged to express their concerns as the relationship between home visitor and parent develops, the parent becomes secure in expressing concern. Most parents in the program have had little success in school or in other relationships and need help with building a positive self-concept. They lack a support system, usually having no one to turn to with problems so the home visitor becomes an important person in their lives.

As the children reach toddler stage, parents are encouraged to attend the weekly Parent/Child Interaction classes where they meet other parents with similar problems. Parents have the opportunity to observe staff and other parents and children interacting. There is time for individual staff members to spend with each parent/child dyad, modeling interaction for the parent and encouraging the parent to participate. After parents and children attend regularly for a period of several months, observable changes in their behavior are noted. Activities include songs, stories, and finger plays which parents learn with their children. Simple toys that can be made and used at home are emphasized. Field trips to parks and children's zoos are included so parents learn of community resources available at little or no cost.

Parenting discussion groups allow the parents to talk about what happened during the Parent/Child Interaction class or to bring up other problems and concerns. Talking with other mothers about common problems is an important part of their learning.

Nutrition and foods classes are the next part of the program for the day. Basics in menu-planning, nutrition and consumer education are included based on pre-test evaluations of parent knowledge of these subjects.

All of these areas are being taught to learners who are more motivated to learn because the information is provided in a way that is relevant to them and their life. These young mothers may have been classrooms where these subjects were part of the curriculum but they were not interested or were unable to learn for a variety of reasons. Others dropped out of school without having had any classes in Home Economics except the most elementary junior high courses.

While parents are participating in the parenting and foods and nutrition classes, the children remain in the Parent/Child Interaction room where they receive school lunches. The staff provides activities and opportunities for the children to explore and learn. The ages of the children in these groups may range from 6 weeks to almost 4 years.

Parents and children served are low-income, socially, educationally and economically disadvantaged. Many parents were special education pupils, some have psychological and/or emotional problems due to their own troubled childhood. Teenage parents are a large part of our population. Parents may

be court ordered to attend our classes. Parents and children, who have been placed in foster care meet weekly in our Parent/Child Interaction groups.

The program has developed over the last ten years to meet the needs of families as they were identified. Providing a non-threatening environment for parents where they can learn without risk to their self-esteem has proven to be a very important factor.

The center based program as described is an all day event (10:00 a.m. to 2:30 p.m.). Parents may come more than one day per week if they wish and some will come two or three times providing they have transportation. Limited transportation is provided by the program on a one time per week family basis and the day of attendance is determined by geographical location.

The Ohio Family Life Education Curriculum is the curriculum used with supplemental materials from other sources. Materials developed locally are also used.

Vocational Child Care Cooperative job training high school students are employed and the staff works with their teachers to provide an appropriate experience for them. Both Kent State University and the University of Akron place students in the program for field experience and internships. Nursing students as well as Home Economics students are part of this plan.

PROGRAM MATERIALS

Program materials have been developed as needed for use in the program. The intent has been to keep the materials as simple and to the point as possible. We use much one to one interaction. Our clientele does not respond to lectures, does not read well and is uncomfortable in an environment that is too structured.

Toys that can be made from materials found in most homes are used. Parents are given assistance in making suitable toys.

Program materials included with this proposal have been developed by Family Life.

IMPLEMENTATION

Budget and Funding Sources

1983-84 Current budgets include:

Personnel	85,758.00
Benefits	25,953.00
Supplies and Materials	1,762.00
Indirect Costs	2,854.00
Mileage and Transportation*	2,800.00
(Cost for use of van $1,000.00 gasoline)	
Telephone	2,000.00
	120,827.00
State Department of Education (Voc. Ed.)	73,413.00
Title XX	38,250.00
Akron City Schools	9,164.00
	120,827.00

(Local school district provides space, utilities and maintenance)

1974-75 budget:

Salaries	64,522.00
Fringes	8,605.00
Supplies	1,700.00
Telephone	400.00
Mileage	700.00
	75,927.00

Family Life Education Programs in Ohio are sponsored by the state in cooperation with local boards of education or joint vocational school districts.

Funds are approved by the Education Amendments of 1976 (Subpart 5-Consumer and Homemaking Education), (d) of Section 150 which specifies, "At least one-third of the Federal funds made available under this section to each state shall be used in economically depressed areas or areas with high rates of unemployment for programs designed to assist consumers and to help improve home environments and the quality of family life."

Summit County Department of Human Services contracts with Family Life Education for home visits. The funds come from Title XX - Social Services through the Ohio Department of Public Welfare.

USABILITY

The program is based on educationally sound strategies and can be adapted to other audiences without difficulty. Families not considered

disadvantaged and parents with college educations have participated in classes in the past. They found the parent/child interaction classes to be very valuable. The materials are easily adapted for a variety of uses.

The program has been operating since 1974 and plans are to continue operation indefinitely.

Facilities needed are:

1. one large room for parent/child interaction - equipped with child size tables and chairs.

2. one small room for parenting classes.

3. a kitchen or home economics laboratory for foods-nutrition classes. If not possible, the parenting classroom could be used for this purpose.

4. If school lunches are served, facilities are needed for heating them - however, other arrangements for lunches, (i.e. brown bags) could be made.

The program could be started with a home visit or a center-based component only. If serving a middle-class audience, the center based program might be all that was needed.

STAFF REQUIREMENTS

1. Parent/Child Interaction and Parenting teacher - Bachelor's degree - Vocational Home Economics with additional hours in Early Childhood Education and related areas.

2. Foods-Nutrition teacher - Bachelor's degree in Vocational Home Economics.

3. Home Visitors - Para Professionals - preferably parents from the community - extensive pre-service training and on-going in-service. High school graduate - minimum requirement may have college training in child care, Family and child, Home Economics.

4. Child Care Aides - Parents from program, or 2 year high school job training graduates or 2 year Associate degree in early childhood education.

5. Administrator - Bachelor's degree or higher in Vocation Home Economics - varied experiences, including preschool junior and senior and/or adult education.

EVALUATION

The Family Life Program of Home Visits and Center Based Program has been in existence since 1974. Each year proposals have to be submitted to the funding sources for the next year's funding.

Evaluation is part of the requirements of the contract with Title XX for home visits. This evaluation includes:

1. Monitoring record to be sure that objectives have been met.

2. Observing home visits by accompanying home visitors on their daily schedule.

3. Client satisfaction surveys.

The State Department of Education, Vocational Education Division, requires, in addition to a proposal, an annual report. Visits by supervisors from the State Department of Education are made to the program.

FOR MORE INFORMATION CONTACT: Lavonne Wiley, Coordinator
1055 East Avenue
Akron, OH 44307
(216) 762-4314

PROJECT TITLE: Teenage Parenting Curriculum Units
Arlington, Virginia

PURPOSES OF PROJECT
Philosophy and Rationale

- Philosophy

The home and family remain the cornerstone of our American society. It is the health and well-being of the family that we must address with deliverate and positive action. To educate our parenting and parenthood will help to assure that a healthy family unit will continue to be the strong cornerstone for a healthy society tomorrow. The youth of today are the adults of tomorrow. The offspring they have will reflect societies' attention to the social, emotional and physical problems of today. Children having children, single parents raising children, abuse within the family unit, increased substance abuse, a nation at risk educationally--all impact to evidence an urgent need for innovative education materials, programs, and focus.

- Rationale

The family unit remains a valued cornerstone of society. One of the functions of the family has always been to educate youth to enable them to be competent parents, and be the model for their children's role in parenting future offspring. The changes that have made education for parenting and child development urgent is the astonishing increase in children raising children, the number of youth living in single parent homes without the benefit of role models, the increase in negative role models in the home, the increased incidence of child abuse, the lack of communication between generations, and the increased use of harmful substances. The unborn of today and tomorrow deserve, and must have, models through educational programs which dare to deal with enriching life for individuals and the family.

PROJECT GOALS

The project goals were to prepare youth, males and females, to become competent parents by:

- Developing basic living skills related to parenthood and parenting.

- Experiencing the decision making process and making responsible decisions.

- Acquiring and utilizing knowledge of nutrition and personal care to enhance the well-being of the family.

- Acquiring a basic understanding of child growth and development as a basis for intelligent child rearing.

- Gaining self-understanding and achieving self-acceptance.

- Exploring career options to assure self-sufficiency and freedom from welfare.

- Determining future life directions.

OBJECTIVES FOR LEARNER OUTCOMES

- The objectives are stated in measurable terms.

Eighty-five measurable competencies have been identified by a team of home economics teachers experienced in dealing with pregnant teens and teenage parents.

- The objectives are consistent with the goals of the project.

- The objectives are appropriate for the target audience.

Teacher evaluation of the Teenage Parent Curriculum materials was requested in a workshop at the August 5, 1982, Virginia Vocational Home Economics Teachers' Conference. Ninety-two percent of the teachers gave high rating on objectives being consistent with the project. Ninety-five percent of the teachers checked the top ratings of objectives being appropriate for the target audience.

Circle the appropriate number; rate each item on a scale of 1-5 (with 1 low and 5 high)

Low High	
1 2 3 4 5	Role relevancy for pregnant teenagers
1 2 3 4 5	Role relevancy for education for parenthood
1 2 3 4 5	Perceived usefulness in the instructional program for regular Home Economics courses

CONTENT

- Community needs are addressed by involvement of a local advisory committee.

The local advisory committee meets monthly and consists of the following representatives: American Red Cross, Home Economics Education, Mental Health, School Health, Social Services, Student Services, and Program and Substance Abuse.

- Instructional strategies address all learning domains.

i.e. the psycho motor, cognitive and affective.
Examples. Cognitive Competencies: Identify and describe symptoms of childhood illness.

Psycho motor: (1) Carry infant, (2) Bottle feed newborn, (3) Aid infant's social and emotional development.

Affective: (1) Analyze ways to cope with stress and deal with change, (2) Aid infant's social and emotional development.

Unit II deals specifically with "Guiding Infant's Emotional, Social, Physical, and Intellectual Development."

Enabling objectives suggest a wide variety of instructional strategies including assemble, analyze, brainstorm, collect, demonstrate, differentiate, discuss, display, and examine.

- Program provides interaction among learners.

Interaction among learners is provided in suggested enabling objectives which include using a simulated situation, participating in role playing, giving an oral report, conducting an interview, researching a project, and preparing a bulletin board.

- Program includes information about medical and social support services.

One of the five curriculum units deals with community resources including medical and social services. Teachers and students are asked to identify, obtain information, and investigate local facilities, services and agencies.

- Program includes actual experience in observing and participating with children.

Enabling objectives suggest using school or church nursery, day care programs, family, relative or neighborhood babies to gain experience with children. A nursery at school offers one of the best modeling options for teenage parents.

- Program addresses the needs of special populations.

Teenage sexuality, pregnancy, and parenting are by no means new to society, what is perhaps new is the challenge teachers, administrators, schools, and the community must now accept to try to help meet the immediate and long-range needs of the pregnant teenager or teenage parent. (male or female)

- Program is exemplary and innovative.

This is believed to be the first Home Economics competency-based curriculum for teenage parents in the United States.

The Family Education Center teaching program on which the curriculum was based has served as a model for many groups proposing to establish programs or meet the needs of teenage parents. The director and five members of Westinghouse's National Issues Center, visited the program to gain insights. Producers and writers for "Footsteps" used the Family Center and personnel for consultant purposes. National Institute President's Task Force

on Youth Employment, took photographs at the Center. Graduate students have utilized the Center for research purposes. Charles County, Maryland, Interagency Task Force on Teenage Pregnancy utilized the Family Center program model.

Among the many observers of the Family Center project have been: Fairfax Public Schools Social Workers, the Director of the Teen Project for National Alliance for Optional Parenthood; Becky Davis, Montgomery County Mental Health Program; Edith Fierst, White House Conference on Families.

- Program has a comprehensive curriculum with a family focused orientation.

The curriculum deals with fears during teenage pregnancy, changing values, daily frustration, and stress. Positive suggestions are offered for making choices to preserve, enrich and strengthen family living, recognizing that the health and well-being of the family unit is of fundamental importance to security and happiness of individual families.

- Program incorporates the vocational student organization activities where appropriate; or outreach programs where appropriate.

An outgrowth of the Future Homemakers of America has been Young Homemakers of Virginia. The Family Education Center's Future Homemakers of America Chapter and the Young Homemakers of Virginia Chapter are officially affiliated with the state and national organization. The chapter programs and activities are flexible enough to include different ages, interests, and needs of its members in the different stafes of the family life cycle.

PROGRAM MATERIALS

- The background and rationale for the development of the materials are defined.

This project was initiated to alleviate the national problem of teenage pregnancy which is increasing in epidemic proportions.

- The materials can be adapted for competency-based education.

The materials are competency based.

FORMAT: Each unit consists of a series of role-relevant competencies grouped according to concept areas. A student performance objective, enabling objectives, and suggested resources for each competency are presented on a self-contained instruction sheet to be used by both students and teachers.

- Originality is reflected in the project materials.

Units are color-coded. Many of the recommended resources are free. Enabling objectives include materials easy enough for the student reading

at the second grade level and challenging enough to stimulate the college bound student.

- The materials are cost effective.

Cost would include reproducing units and postage to order the free pamphlets and materials.

- The teaching materials are fully developed.

The Competency-Based Instructional Units for Teenage Parenting were made available to Virginia Vocational Directors on December 5, 1983.

- The project materials are immediately available.

Virginia has produced, packaged and disseminated one hundred copies of The Teenage Parenting Curriculum.

- A recommended resource list of original and commercial materials has been compiled.

Each of the five units has a separate resource list of books, curriculum guides, pamphlets, booklets, articles, and audiovisual materials. Those which are available at no cost have been marked (FREE).

- Clearance has been obtained for the reproduction of all submitted materials.

Clearance for reproduction and/or utilization of materials was obtained before the Virginia Department of Education reproduced the Teenage Parenting Curriculum. Credit has been given where appropriate.

- Materials are editorially accurate.

All materials were proofed before reproduction.

- A bibliography of program resource materials is available.

A bibliography of program resource materials, including mailing addresses, is incorporated into each unit.

BUDGET AND FUNDING SOURCES

The portion of the Family Education Center budget dealing specifically with the implementation of the curriculum does not include the facility, which could be a regular classroom; the cost of maintenance and operation of the facility; the regular materials supplied by the school system including telephone service; the salary of resource people available through Pupil Personnel and Department of Human Resources.

Funding comes basically from the operating budget of the Arlington Public Schools. Some funds are available from the State and Federal Vocational

Home Economics Education funds and Special Education funds. The Family Education Center Program established in 1970 is an outgrowth of a Homebound Instructional Program and continue to be partially funded from that source.

BUDGET FOR IMPLEMENTATION

The cost of implementing this curriculum has been broken into three categories: low, medium, and high cost.

The basic difference in these categories is the amount of regular educational funding to support the program. The less support from general education funding, the more costly it will be.

Please see attached budget.

USABILITY

- Program can be adapted and used by a variety of audiences.

The program is intended to be on a flexibility, relevancy, and individualized instruction. Activities can be incorporated into regular instructional programs or can be selected and sequenced to meet individual students needs or interests.

Parts of the Teenage Parenting Curriculum is being implemented in a facility to house the Family Education Center, the curriculum being implemented is not dependent on a special facility. The normal conveniences of a home economics department will meet the requirements for implementation of the curriculum.

STAFF REQUIREMENTS

- The personnel needs

Personnel needs will depend upon the method of using the Teenage Parenting Curriculum.

If curriculum is incorporated into a regular Vocational Home Economics class, no extra personnel will be required.

If the student chooses to work on the Competency-Based Units as an individual project, no extra personnel will be required.

A one period class for pregnant teenagers and teenage parents would require a certified Vocational Home Economics teacher for one period plus planning time.

The Family Education Center is a separate program for pregnant teenagers. Personnel for this program includes:

- Teacher-Coordinator, Vocational Home Economics teacher with a major in Child Development.

- Three part-time certified teachers of other junior and senior high school subjects.

- School health nurse--3 hours per week.

- School Social Worker--3 hours per week.

- Red Cross Nurse, volunteer--2 hours per week.

The staff should hold a minimum of a Bachelor's Degree in Vocational Home Economics Education, have State certification, successful teaching experience of at least three years (preferably more), a strong Child Growth and Development background and/or successful work experience in the area of Child Development.

The teacher must possess good communication skills, good management skills, be willing to become involved utilizing the services and expertise of resource persons, be secure in her own life having achieved self-understanding and having developed a keen sensitivity for others' needs without being judgemental.

EVALUATION

- Program content was validated by subject matter experts.

The competency-based instructional unit in Teenage Parenting was produced by eight writing team members, two vocational curriculum center participants, four members of the Arlington CBE Project staff, four home economics field-test volunteers, and twelve staff members of the Virginia Education staff.

- Evidence is provided to show that the submission of a sound educational program that promotes higher order thinking skills and decision making skills.

- Competency-based

The materials were developed, reviewed and field tested by professionals from all academic levels and State educational levels.

- Field test documentation is provided.

Teacher evaluation of the Teenage Parent Curriculum materials was requested in a workshop at the August 5, 1982, Virginia Vocational Home Economics

Teachers' Conference. Ninety-two percent of the teachers gave high ratings on objectives being consistent with the project. Ninety-five percent of the teachers checked the top two ratings of objectives being appropriate for the target audience.

• Evidence that a positive change consistent with the objectives occurred within the learners as a result of the program.

Fewer repeat pregnancies, better attendance, more potential dropouts achieving graduation.

With the curriculum competency-based, evaluation of the competencies is ongoing. When those competencies related to the project, goals have been met. According to the criterion-referenced measure, the goal, too has been met.

• Program administrators have been successful in justifying the existence of the program.

The continued existence of the program is evidence of three elements: need, resource/financial support, and administrative support.

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PROJECT TITLE: Education for Parenthood
Edison, New Jersey

PURPOSES OF PROJECT
Philosophy and Rationale

The following philosophy is included in the curriculum guide:

Of all of the responsibilities assumed by humankind, there is none more important than that of nurturing a child. It is not a simple task but a complex one and awesome one. Effective parenting requires a variety of skills which most people have had little or no formal training.

Changes presenting affecting families are forcing us to challenge current concepts of child rearing. The likelihood of today's mother being employed continues to increase. Continued reduction of average family size suggests that young adults probably have had considerably less experience with children than persons in the past who were reared in large families. These changes significantly increase the importance of including parenting in the high school curriculum.

Education for Parenthood is a program in which adolescents work with young children while learning about effective parenting. Its intention is to give teenagers new and responsible roles working with young children, to develop skills and competencies necessary to perform these roles, and to supplement any parenthood training young people receive at home. Young people need to understand that some of the responsibilities of parenthood begin long before the birth date of the child--back when choices are made that affect personal health and well-being and when attitudes and values are being developed that will influence the way they parent a child. In addition, Education for Parenthood provides students with a solid foundation of knowledge and skills involving the basic human needs, child growth and development, and the effect of parenting on the growth characteristics of the child.

The design of the program reflects an assumption about the importance of personal experiences with children; i.e., for the development of positive self-concept, teenagers need experiences doing something interesting and useful--tasks in which they can sense their own growth of competence and in which they are likely to have some success. For many teenagers, working with young children provides this kind of experience.

Additionally, the Guide for the Operation of a Child Development Learning Laboratory includes the following statement of purpose:

A child development learning laboratory is an important component of any education for parenthood program. It is there that the high school students are afforded the opportunity of observing young children as they plan and learn in a controlled environment.

While it is important to consider this need for the students of the parenting program when planning the CDLL, it is also of utmost importance to consider the needs of the preschool children who will be attending. Sound goals should be set for the children and every effort should be made to see that these goals are thoroughly understood by the students.

PROJECT GOALS

1. A child development learning laboratory is an important component of any education for parenthood program.

2. A child development learning laboratory provides the opportunity for preschoolers to develop physically, intellectually, emotionally, and socially.

3. Education for Parenthood program provides adolescents with a solid foundation of knowledge and skills involving basic human needs, child growth and development and the effect of parenting on the growth characteristics of the child.

4. Education for Parenthood program provides adolescents the opportunity to explore new and responsible roles working with young children, to develop skills and competencies necessary to perform these roles, and to supplement any parenthood training received at home.

5. Parenthood begins long before the birth date of a child, back when choices are made that affect personal health and well-being and when attitudes and values are being developed that will influence the way they parent a child.

6. Considering all the responsibilities assumed by humankind, there is none more important than that of nurturing a child; it is a complex and awesome task requiring a variety of skills for which most people have had little or no formal training.

7. Education for Parenthood program provides students with decision-making tools to solve problems in an intelligent and systematic manner. Additionally it prepares students for a variety of future decisions they will face as parents or caregivers.

OBJECTIVES FOR LEARNER OUTCOMES

The following objectives, which are included in the curriculum, are stated in measurable terms, consistent with the goals of the project, and are appropriate for the target audience.

Students will be able to:

1. Define "parenting" and describe the rewards, challenges and responsibilities involved in parenting.

2. Demonstrate an understanding of basic information about the influences of heredity and environment on children's growth and behavior.

3. Demonstrate an understanding of the emotional development of a child.

4. Describe the basic human needs of children and demonstrate an understanding of the parents' responsibilities in meeting these needs.

5. Describe defense mechanisms and give examples of the ways children use them in their world.

6. Exhibit facility in adapting and implementing various techniques and methods in building positive self-concepts in children.

7. Demonstrate an understanding of the developmental stages of children from prenatal to adolescence.

8. Demonstrate an understanding of ways we communicate with children and of the importance of developing good communication skills.

9. Differentiate between discipline and punishment and demonstrate an understanding of the role of parents in the development of self-discipline in the child.

10. Demonstrate an understanding of the meanings and functions of play and apply this understanding to the selection of play activities for children.

11. Apply principles for growth and development in directing and guiding activities for young children (art, music, cognitive, dramatic play, etc.).

12. Identify and describe factors which influence children's attitudes toward food.

13. Plan and prepare nutritious snacks for children.

14. Exhibit a responsible attitude in providing for a safe and healthy environment.

15. Demonstrate an understanding of the factors that contribute to moral development of young children.

16. Demonstrate an awareness of the influence television viewing has on the development of the child.

17. Distinguish between child abuse and neglect and list causal factors and methods which will help prevent them from occurring.

18. Exhibit an awareness of the subtle ways in which we impose sex-role stereotyping on children.

19. Demonstrate understanding of and an appreciation for cultural differences and their relationship to a child's development.

20. Exhibit an awareness of society's role in developing and enforcing laws and in creating agencies which serve to protect and assist all children.

21. Exhibit an awareness of some of the theories of development and learning and apply at least one theory to a practical learning experience for a young child.

22. Demonstrate an understanding of the characteristics and needs of exceptional children.

23. Describe problems associated with special situations related to the family composition (parents: adoptive, foster, single, step, both employed).

24. Outline the family life cycle including the responsibilities, needs, and rewards of each cycle (Beginning - the couple; childbearing; preschool children; school children; teenagers; launching; empty nest - middle years and aging).

25. Exhibit an understanding of the costs involved in each stage of child rearing.

26. Identify career opportunities in the area of child care and the educational requirements of each occupation.

CONTENT

A. Advisory Committee - The Education for Parenthood Program is served by the Edison Township Vocational Education Advisory Committee which is composed of representatives from community businesses, industries and education.

B. Learning Domains - As witnessed by the various course objectives, all learning domains are addressed.

C. Interaction - The Child Development Learning Laboratory, which is in session three days/week from late October through June, provides the high school students with the opportunity to interact with four year old children and their parents, guardians and grandparents.

D. Medical/Social Support Services - In the curriculum, there are sections on children's health and safety, violence, child abuse and neglect, as well as a section on laws, rights and community resources. Additionally, the young children and their parents regularly visit the schools' clinics for periodic check-up. Dental materials and supplies are also provided. The Dairy, Food and Nutrition Council has made presentations to the high school students on their preschool program, Food - Early Choices.

E. Observing/Participating with Children - The Child Development Learning Laboratory provides many opportunities for this to occur. In addition, students regularly write observation reports.

F. Special Populations - There is a complete unit in the curriculum which deals with Special Family Situations. In addition, the letter of application mentions that consideration will be given to children with "special characteristics." High school students also regularly observe mentally retarded classes.

G. Exemplary/Innovative - The original Child Development program which was the precursor to the current one, Education for Parenthood, was started in 1965. It was only one of two such programs in the entire state of New Jersey! Since that time, Edison's program has served as a model for many such programs that have been developed in other districts. More than one hundred home economics educators have visited Edison's program since its inception. The originator of the program was chosen as the New Jersey Home Economics Association's Teacher of the Year in 1978. The community continues to value the program's exemplary nature by often signing up children

right after their births!

H. Comprehensive Curriculum - The curriculum reflects a very comprehensive, family focused orientation.

I. Outreach Programs - Students in EFP regularly assist elementary principals during their Parent Orientation Programs. Additionally, students assist the minister of the local Community Presbyterian Church during weekly meetings. For several years, students in the home economics cooperative education program served as kindergarten aides and nursery school aides in local schools. High school students also participate in Project Friend, a community activity for working with special education students.

PROGRAM MATERIALS

A. Background - Since a child development course had been in existence for twelve years before the development of this curriculum, the home economics educators had ample opportunity to examine and field-test materials prior to including them in this curriculum.

B. Competency-Based Education - The curriculum could easily be adapted for competency-based education.

C. Originality - Many of the resources in the guide have been developed by Edison home economics educators.

D. Cost Effective - All materials are very cost effective. Additionally, teachers often ask other staff members to contribute items which can be recycled for use in the program.

E. Materials Fully Developed - All materials are fully developed.

F. Immediately Available - Everything is immediately available.

G. Clearance - The Rutgers University Vocational-Technical Education Curriculum Laboratory has recently printed copies of the guides. For that project, clearance was obtained.

H. Editorially Accurate - Everything is accurate.

I. Bibliography - A bibliography is available.

IMPLEMENTATION

Budget and Funding Sources

Suggested equipment, materials and supplies for implementing a similiar program are clearly defined in Guide for the Operation of a Child Development Learning Laboratory, pp. 4 and 5. With resourcefulness and creativity a playschool room can be effectively equipped within a very limited budget. Most equipment and materials can be procured free or

inexpensively from community resources such as parents, schools, second hand shops, etc. A child's life is not enriched so greatly by how much equipment and supplies are available as it is by how appropriate they are for the child's stage of development and how they are used to meet your goals. Throughout the years, funding has been obtained from local, state and federal sources.

USABILITY

1. Variety of Audiences - Many school districts, both private and public have adopted Edison's program to their specific needs.

2. Program Continuation - A child development program, with a learning laboratory, has been operating in Edison since 1965. Administrative and community support has been the main force behind its continuation.

3. Visitation - Annually, many persons visit Edison's program. This process will certainly continue in subsequent years.

C. Staff - A person, with the minimum of a degree and certification in home economics education, must be hired for the program. In Edison, all three teachers have master's degrees plus additional credits.

EVALUATION

A. Program Content - The curriculum guide was evaluated by an Education for Parenthood teacher and a parent member on the Advisory Committee.

B. Sound Educational Program - The objectives demonstrate that students are taught to become effective decision makers. In addition, higher order thinking skills are continually stressed.

C. Field Test - The curriculum was field-tested in the district's two high schools before it was formally adopted by the Board of Education.

D. Postive Change - There are many evidences of positive change on the part of both the high school students and preschoolers. High school students who enroll in the program receive better-than-average grades, cut class fewer times than average, are absent infrequently, and often correspond to teachers about their positive parenting experiences.

Parents constantly praise the program in terms of the growth that their preschoolers exhibit as a result of the interaction. Consequently, we always have long waiting lists for future programs.

E. Justification - All levels of administration support the continuation of the Education for Parenthood program. In addition, staff members enthusiastically provide their time, energy and expertise to the program. Examples are: the art supervisor, music supervisor, elementary supervisor, high school principals and vice principals, special education department,

science department, distributive education department, physical education department, school nurses, local mail carrier, etc.

FOR MORE INFORMATION CONTACT: Dr. Mary M. Reece
Home Economics Supervisor
100 Municipal Boulevard
Edison, NJ 08817
(201) 287-4400

PROGRAM TITLE: Comprehensive Education Cluster
Pewaukee, Wisconsin

PURPOSE OF PROJECT
Philosophy and Rationale

The guiding tenet of incorporation of a Comprehensive Parenting Education Cluster is the opening line of the WCTI Philosophy Statement. "The well-being and real wealth of a nation lie in its human resources. It is of utmost importance that every individual who shows the desire and the capacity to acquire skill and knowledge be provided the educational opportunity to do so."

Program development for Adult and Continuing Education can be initiated in any of five ways.

- Twelve or more persons can request courses.
- Advisory members can identify a community need.
- Coordinator can offer courses based on anticipated need.
- Agencies can request courses.
- Surveys or questionnaire can indicate need.

As more persons enrolled in the initial course - Parent and Preschool - the students were requesting additional courses. Therefore, the development of courses for various age levels and discipline.

PROJECT GOALS

From a historical perspective, Waukesha County Technical Institute Family Life Education staff recognized early on the need for Parenting skills. There were numerous attempts prior to 1977 to offer courses with a neat title, flyer, and format that would be marketable. Several years, countless titles, neat flyers, disappointed staff and frustrated coordinator were all very real experiences.

Finally, WCTI staff made one last effort determined to succeed or surrender. The keys to success were offering courses in local communities, developing quality education, involving parents in identifying needs, and including children in the program.

These project goals were identified as a means to experience possible success in a major area of concern throughout this nation—deterioration of the family.

- To provide opportunities for parents to receive training for the largest occupation in the world - Parenting.
- To provide (readily available) parenting education within the district served by Waukesha County Technical Institute.

- To cooperate with churches, city recreation, libraries in sponsoring parenting education in community.
- To provide quality time for parents and children in a variety of areas that benefit parents and children.

OBJECTIVES FOR LEARNER OUTCOMES

1. Through participation in Parenting Education the parents will become more informed on the role of parenting and development of young children.
2. Through involvement of parent and child in the program, the child will inspire the parents to implement the learnings.
3. The parent/child through learning together will understand the components and experience quality time together.
4. The parents will learn how to communicate with professionals who touch the lives of their children.
5. The parents will learn and implement proper terminology.
6. The parents will learn how to improvise to provide quality care and activities irregardless of economic level.
7. The parents will apply decision making skills to fit their situations.
8. Through class participation the parents will learn community resources available to assist them in parenting.
9. As a result of class participation, the parent and child will each build confidence.
10. The importance of readiness skills will be understood and applied in relationships to changes in the 80'2.
11. The child and parent will be cognizant of safety and apply safety measures.
12. The parents will acquire skills for problem solving suitable to their own family politics.
13. The parent and child will plan and enjoy nutritious foods for a healthy life.
14. The parent and child enjoy an energy sufficient nation now and in the future because they implemented wise use of natural resources.

BACKGROUND

This proposal for a Comprehensive Parenting Education Cluster includes twelve separate courses. These courses cover specific areas of family life education as follows:

- Prepared Parenthood - for prospective parents, including exercises, breathing, delivery and care of the newborn.
- Adoption Insights for adoptive parents and those considering adoption.
- Parent/Infant Together covers nurturing and care of infant 0-9 months.
- Parent/Toddler is concerned with growth, physical, social and emotional development of children 7 mos. - 2 years.
- Parenting for Preschoolers - positive parenting skills for parents of children 2-5 years old.
- Parents and Children Together (PACT) - parents and children (2-5) form a team to facilitate learning.
- Moms, Pops, & Kids in the Kitchen - stresses good nutrition, eliminating junk foods and developing good eating habits.
- Moms, Pops, & Kids Together teaches importance of wellness and fitness for all ages.
- Parents and Words helps to increase one's effectiveness with words.
- Parents and Littles (PALS) (0-5 years) develops leadership skills while teaching adults how to feel more secure as parents or self.
- Parent/Child Interacting (8-12 years) - parents and children learn to communicate, praise and negotiate.
- Mizer (5-8 years) - energy education for parents and children.

A short synopsis of the historical background is provided to identify the sequential development of courses to meet the needs of the community.

PROGRAM MATERIALS

Incorporated in this proposal is all of the revised course outlines. In the case of Parent and Littles and Adoption Insights there are no program materials supplied by WCTI. Individual speakers do provide their own handouts.

All materials for Parent/Child Interact, Moms, Pops, & Kids in the Kitchen and Mizer are able to be copies and disseminated.

With the remainder of the courses, we have permission for reprint but in discussing with legal council determined that our permission could not unilaterally be passed on. We are in the process of getting the expanded permission.

Within education as all things, change is constant and resources change frequently.

PREPARED PARENTHOOD

Prepared Parenthood has been offered by WCTI in cooperation with the American Red Cross to meet the needs of prospective mothers and their coaches. This course was the only course in the parenting area that had sufficient enrollment. Doctors required it in order for the coach to have an active role in the birth of the baby. This course is still offered but is a minute part of the total opposed to the majority as was evident in 1977 and before.

This course is basically in preparation for delivery—breathing exercises, actual birth and nutrition for nurturing. They are also taught care of the infant.

Our hope was that parents would elect to follow through with courses for infants, toddlers, and parent/preschoolers. This has been difficult to promote. In fact, the majority enter the program through Parent/Preschooler or PALS.

ADOPTION INSIGHTS

WCTI has a unique offering, "Adoption Insights." This course is for those anticipating adoption or already are adoptive parents.

There are 7 sessions with resource speakers dealing with various aspects of adoption and growth of young children. The speakers are paid for their presentations to the classes.

The classes draw from 4 districts outside our district because there is nothing like it available. Further, several of the adoption agencies serving our district require prospective adoptive parents to complete our course prior to consideration for adoption.

Our instructor has on numerous occasions shared curriculum and ideas with persons interested in replicating an adoption course.

WCTI offers 2-3 sections of this class per year.

PARENT AND INFANT TOGETHER

Parent and Infant Together began 2½ years ago to meet the needs of those parents who are now faced with a myriad of questions about raising this infant they had waited so patiently for. The course is designed so that parents and their infants, ages 0-9 mos. can learn from the instructor and each other. Questions from parents concerning infants are an important part of this course.

A unique feature of this course is the attendance of these infants who are posing so many questions of their parents. The gurgling and whimpering is an integral part of each class and helps to provide a relaxed atmosphere for the parents. They quickly learn their concerns are shared by all, and all readily help each other to enjoy and appreciate this new addition in

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PARENT/TODDLER

Parent and Toddler began 2½ years ago to provide a resource experience and continuation of the bonding process for parents and their toddlers ages 9 mos.- 2 years. Each class is divided into two parts. In one half the children are with a nursery school teacher while the parents are exploring the growth process of their toddler with the other adults and parent instructor. In the second half parent and toddler are reunited and encounter new activities to be done in the classroom and at home.

Each leave with renewed confidence in their parenting skills.

PARENTING FOR PRESCHOOLERS

Parenting for Preschoolers began seven years ago in March of 1977--with four sections. Although Mary Ann Spangler, the Home Economics Coordinator, was anxious to begin parenting education at WCTI, the impetus to begin came from the parents in the area looking for such a program. Mary Ann Spangler secured federal funds and engaged the skills of two instructors, Barbara Dailey and Mary Bryan, to write course curriculum. Although well aware that the purpose of the program is parenting education, it also became important to provide a program for the young children of the adults attending.

To enable parents to attend during the day, we knew provisions had to be made for the children. We chose to provide a preschool setting as opposed to a babysitting service for two reasons. One, an unstructured, unorganized setting often promotes insecurity and makes the separation process difficult. Secondly, the actitivities provided for the children -- language experiences, art, play, -- are an integral part of the curriculum in the adult class and the program as a whole.

Consequently, children ages 2-5 years attend the program in a preschool setting. It is important to note, that parents may attend without a child, but no child can be in the preschool program without his parent in the adult program.

Since its beginning in 1977, the number of course sections offered has grown from the original four to twelve, with a maximum of thirteen possible with current budgeting and staffing.

The classes are offered in 9 cities around the county using churches, libraries, and schools as program sites. Bringing the class to an individual community allows the participant to attend via various means of transportation. The classes are attended by both sexes of all ages, levels of educational and economic background, and culture.

PARENT AND CHILD TOGETHER (PACT)

Parent and Child Together (PACT) began in January, 1978 as an evening program in parenting education to meet the needs of fathers, single parents, working parents and any parent wishing to spend the quality time with a specific child. This course is often recommended by lawyers in child custody cases to strengthen their case. The first part of the

program is designed for parent and child to experience working together at learning situations emphasizing readiness skills. The second part allows parents to meet and explore early childhood development with a parenting instructor while their children are in a preschool setting.

The class is offered (at WCTI evening centers) in 5 cities in the county to accomodate all those interested. Through the years the instructors have found that for many parents their only source for gaining knowledge about community resources, kindergarten readiness, and help in decision making about their child's growth and development is the PACT course.

MOMS, POPS, & KIDS IN THE KITCHEN

The successes of Parent/Preschooler and PACT were evident in enrollment and community response. They wanted the program to expand. In 1979, the first Moms, Pops, & Kids In The Kitchen was offered and the course was well received.

Typically nutrition classes were low in enrollment. But the combination of parents and children was well received and generated 2 full classes.

The concept is predicated on the fact that if young children learn about foods good for them and help make them, they will usually try the foods. During one part of the lesson the young children sample items from each food category away from both verbal and non-verbal influence of parent.

Parents are amazed at the results of this class. Children try new foods; they tell other family members about foods that are good for them; they want to make some foods at home for other family members; they practice good table manners and eating as a family; they set the table.

This course has been initiated at other schools with great success.

MOMS, POPS, KIDS FIT TOGETHER

Fitness and wellness is a lifetime goal that has received attention because of increasing problems with stress and heart disease. We believe that if parent and child set aside a special time together to do fitness activities, the family may continue these activities throughout their lives. The first part of the class stresses fitness together.

The children have nursery school activities during the second hour while the parents deal with weight control, and nutrition information.

WCTI started this course in 1981; now numerous private profit agencies are cashing in on the dollar through franchising activity classes for parents and preschoolers. WCTI course is different in that it has a strong segment on education.

PARENTS AND WORDS

This course identifies the difference between speech and language and how to use words to communicate.

MIZER

The format for Mizer at Waukesha County Technical Institute is predicated on the premise that young children have a greater influence on change when the young child points out the necessity (i.e.: "Mom I love you and want you to live a long time, will you quit smoking?") (Likewise, "Dad, if you turn off the water while you shave, we'll have an adequate supply of water for my kids.") Unless we apply energy conservation measures, we will turn over to our future generations an energy insufficient nation.

The entire course revolves around the myriad of activities that constitutes the areas of energy conservation. Throughout the course parents and young children conduct experiments with energy, solar, wind, fossil fuels, food, electricity and water.

IMPLEMENTATION

Budget and Funding Sources

The Waukesha County Technical Institute has five separate funding sources.

WCTI District Income Sources

Local Property Tax	51%
State Aid	17%
Federal Aid	6%
Tuition and Fees	9%
Other	17%
	100%

In 1968, Wisconsin identified separate Vocational, Technical and Adult Districts. At that time each district was given the power to tax up to .00150 mills. Presently, the parenting education offerings utilize three of the five funding sources. Over fifty percent of the funding for the district is local property tax. These funds along with the state aid, tuition and fees, provide the majority of funds for salaries, buildings, debt service and supplies.

In February, 1979, $1,700 of federal funds from Consumer and Homemaking were used for the project. Federal dollars allowed us to start the project and experiment. In February 1980, we elected to parley all our Federal funds from Consumer and Homemaking into the People/People project, a mutual support group program for special populations. Since the initial funding, WCTI Board has remained committed to the worth of the courses in Parenting Education.

Under other income sources, the Waukesha County Technical Institute Foundation receives and allocates gifts and funds for various special projects. Included is the option to grant scholarships to needy adult students. Since the rise in unemployment, numerous students have received tuition and material fees to pay for the course. Shoud WCTI be selected for the AVA/Kellogg Project Award, the monies would be used to provide scholarships for parenting classes to those who could benefit but find the nominal fee prohibitive.

Currently, the budget is part of the total offerings in Continuing Education. Some institutions choose to set up a separate office, coordinator and rent a separate facility. All that is fine if someone else is paying the bill, but that is not necessary.

Possible way to fund:

1. Outside funding
2. Affiliation with institution
3. Tuition funding — alterations to cost of second teacher or use babysitting

For consideration of this proposal, the initiation of a cluster such as WCTI can be minimal.

Coordination 10 hr./week, 30 wks. @ 13.00/hr.....$3,900.00

Instructor Salaries (3080 hrs.) @ 12.00/hr.....36,960.00

Inservice.....600.00

Fringe benefits

- FICA 7.0%.....2,993.00
- Retirement.....NC
- Insurance.....NC

Facilities Rent.....NC

Supplies and Materials.....2,000.00

Advertising (Tabloid Ads only).....100.00

Printing/Duplicating.....800.00

Office

- Postage.....150.00
- Telephone.....200.00

Coordinator Travel - 2,000 miles @ 20¢/mile.....400.00

Audio Visual - film rental, slide purchase, video tapes.....400.00

Resource Speakers - 14 @ $50.....700.00

Curriculum Div. @ 14.00/hr., 50 hr./yr.....700.00

TOTAL $49,903.20

Waukesha County Technical Institute full-time contractual staff is represented by the WCTEA. While all staff in Continuing Education are part-time some aspects of full-time contract apply. These include hourly salary and curriculum pay.

It is not the policy of this institution to pay travel or travel time of instructors. Work begins at assigned site.

At the inception of the courses, newspapers are anxious to do stories about the courses. In addition, staff have appeared on area radio and T.V. shows.

USABILITY

Since this project specifically addresses a parent-education cluster, each course can stand alone. In this section, we will identify agencies that could initiate courses and possible sites.

Possible agencies that could replicate any or all courses:

a. YMCA/YWCA's
b. Community education affiliated with school districts or colleges
c. Park/recreation departments
d. Religous education programs
e. Private agencies such as: nursery schools, pre-schools, fitness centers
f. Social Service agencies
g. Organizations affiliated with schools - PTO's, PTA's
h. Mental Health Association
i. Junior Women's Clubs
j. Utility companies
k. Dairy councils

The replication of any or all the courses which constitute the cluster would be possible in any locale.

Currently, WCTI utilizes 13 churches free of charge. One church charges a nominal rental fee. The library is free.

Obtaining initial affiliation with churches can be lengthy depending on the procedure for obtaining the facility. They are cautious that program content is consistent with church teachings. After initial recognition of the program, the church is eager to continue in the affiliation. In order to make the coordinator's job easier we generally have class members help identify potential churches; it may be their church or a sister church from another community may be a host site.

Churches generally have a nursery school room which provides appropriate furnishings for small children.

Savings and Loan's usually have a community room available as a service to the community. What better affiliation than interest in holding families together.

Other possible agencies listed generally have facilities available that could be used off hours.

STAFF REQUIREMENTS

The Wisconsin Board of Vocational, Technical and Adult Education is the certifying agency for those teaching in the system. For Home Economics classes emphasis on certification is 2 years work experience, which may be as a mother, in day care, nursery school, public school system, or in home family day care. While we realize this is minimum at best, we tend to hire for work experience and degree, or certification, ie: Vocational Diploma, HSS Certification, Applied Associate Degree, Baccalaureate or Masters Degree.

We have had no problems in locating staff. In fact, their diligence and hard work in making the courses a success is one of the main reasons WCTI is submitting this proposal. Should we be selected, the trips for making presentations will serve as perks for staff and not the coordinator.

During each year from 2-5 inservices are held by WCTI for all staff. These include speakers covering a variety of topics to upgrade skills in teaching adults and/or parenting. Yearly, numerous staff are compensated to participate in State inservices, Child Care and Development conferences and workshops.

In addition, numerous staff make community service presentations as evidenced by People Connection brochure, kindergarten presentation and Pals Groups.

EVALUATION

Numerous forms of evaluation are used by students, staff and supervisors in the review of the classes.

Evaluations include the following:

1. Questionnaires
2. Self-inventory
3. Staff evaluation
4. Student questionnaires
5. Class repeaters
6. Sequential registrations
7. Letters from publics
8. Written evaluations

It is impossible to assess the true impact of the worth of involvement of parent or child in the educational experience. As of this writing, neither sufficient time elapse or accurate tool for evaluation of learnings is known to us. Who knows what impact the educational experience prevented and how it is measured? How many marriages were more fulfilling and even possibly saved? How many children were saved from physical or mental abuse because the parent now understood appropriate behavior for each age? How many children have developed a positive self-concept because their parents made the right decisions about the present and their future? We know that we have made a positive impact in all these areas. We know Parenting Education is a necessity.

FOR MORE INFORMATION CONTACT: Mary Ann Spangler
Coordinator, Continuing Education
800 Main Street
Pewaukee, Wisconsin 53072

PROGRAM TITLE: All About Families
Salt Lake City, Utah

PURPOSES OF PROJECT
Philosophy and Rationale

A survey conducted among parents of the Granite School District--"indicated overwhelmingly that parents want schools to do more in the area of preparing children to be effective and responsible adults and family members." It also concluded, "the program should begin when a child enters school and through until graduation, and then be followed up by community education courses." The purpose and goals of Vocational Home Economics Education for family life/parenthood education, and child growth and development, were uppermost in the minds of the developers/writers as the curriculum was developed. Such training starts from the day a child is born and should be an integral part of all teaching and learnings.

PROJECT GOALS

The curriculum is written so anyone working with elementary-age children can use it with all audiences. It adapts well for any ethnic or minority group. Goals and guidelines of the Utah State Board of Education for curriculum development was the basis for concept development. The following acceptable family skills are the basis for the concepts and objectives of each lesson:

1- Skill in thinking, problem-solving and decision-making
2- Skill in positive interpersonal relationships
3- Skill in use of freedom and responsibility
4- Skill in receiving and expressing love
5- Skill in leadership and followership
6- Skill in personal and family economics
7- Skill in responding to natural growth and development
8- Skill in communication

OBJECTIVES FOR LEARNER OUTCOMES

Objectives have been stated in measurable terms of student outcomes. The following 35 concepts are used throughout the K-6 curriculum. Appropriate objectives and learning experiences were developed at grades K-1, 2-3, and 4-6 for each concept wherever possible. This allows for reinforcement of the concept at various stages of development of the student without tedious repetition while at the same time provides for the step-by-step learning process.

I. Intellectual

1- Family members can promote, practice and accept responsibilities for wise decision-making.

2- Family members can understand differences in opinion, reason and emotion and learn to resolve differences when necessary.

3- Family members can pursue reasonable family and personal goals.

4- Family members can develop and promote effective communication.

II. Ethical

5- Family members can develop a consistent social code of ethics congruent with community and religious values.

6- Family members can honor and obey the local, state and federal laws.

III. Emotional

7- Family members can enhance the self-esteem of each other.

8- Family members can learn to understand and accept individual capabilities, limitations and differences.

9- Family members can benefit through participation in hobbies, leisure or recreational activities.

10- Family members can help each other cope with the stresses of life.

11- Family members can have an intellectually, physically,socially, and spiritually well-balanced life.

IV. Social

12- Family members can understand the importance of the family as a basic social structure.

13- Family members can become involved in community activities and effectively utilize community resources.

14- Family members can love and respect others.

15- Family members can help each other prepare and provide for the needs and wants of life.

16- Family members can learn to appreciate cross-cultural diversity including their own.

17- Family members can learn to interact effectively in groups such as peers, school and family.

18- Family members can be effective leaders and followers.

19- Family members can learn to appreciate their heritage and family traditions.

V. Health and Physical

20- Family members can practice preventative measures against poor health and communicable diseases.

21- Family members can promote good health practices and physical fitness which, in turn, can improve the quality of family life.

22- Family members can practice principles of good nutrition.

23- Family members can learn to recognize health hazards such as smoking, drugs and poisons and how they affect family life.

24- Family members can seek professional medical services on a regular basis.

25- Family members can practice safety in the home, school and community.

26- Family members can learn about growth, grooming, maturation, and heredity.

VI. Environmental

27- Family members can contribute to beauty and orderliness in their home, school and community.

28- Family members can help control pollution.

29- Family members can cooperate in energy conservation.

VII. Aesthetic

30- Family members can recognize and promote artistic talents.

31- Family members can learn to appreciate a variety of art forms such as theatre, dance, music, painting, drama, poetry and sculpture.

VIII. Productivity

32- Family members can gain rewards commensurate with the quality and amount of work performed in the home, school and community.

33- Family members can develop characteristics valued by parents, leaders, employers and teachers.

34- Family members can strive for economic independence.

35- Family members can gain personal satisfaction from work by wisely choosing and preparing a career.

CONTENT

The "All About Families" curriculum is an innovative program developed because of the response of parents and advisory board. It is unique in that it is not a "unit" of study that is to be taught by itself. The format has been developed to allow teachers to infuse the concepts into their regular course of study. It therefore becomes a resource for them to augment what they may already be teaching, but with a new emphasis. The family focus approach allows teachers, students and parents to be involved together. Any population--those with special needs included--may use this curriculum and tailor the learnings to meet their unique circumstances. The family focus approach encourages the students to take home and share with family members the concepts they have learned in school. A special "Family Focus Sheet" has been developed for this purpose. When students can "teach" to someone else what they have been taught, learning takes place.

The curriculum contains appropriate grade level lessons which could be included in a course of study for social studies, language arts, health, P.E., science, math, art and music. The area of study is designated at the beginning of each lesson.

PROGRAM MATERIALS

Each lesson stands alone, with work papers suitable for masters immediately following, so that the section can be removed and placed with the lesson plans where the teacher may wish to use it. The curriculum guide is meant to be taken apart.

Each objective has several learning experiences from which the teacher may choose. It is not intended that every teacher use every learning experience. Because each teacher's methods and needs are different, the same group of lessons are used at two or three grade levels.

Volume I for K-1
Volume II for 2-3
Volume III for 4-5-6

This competency-based curriculum has supportive materials readily found in school media centers or libraries. Materials developed by the PTA are also included.

Music written especially for this program is available. "Sing About Families" is available in sheet music as well as on tape. Because the composer holds copyright, "Sing About Families" is a supplement to, rather than a part of the All About Families curriculum. The music may be used with or separately from the curriculum to teach family concepts.

Materials sources are listed at the bottom of every lesson page where necessary. Reproduction permission for all materials not original has been cleared.

IMPLEMENTATION

Budget and Funding Sources

Sponsored by PTA. The Utah State Legislature passed funding legislation for parent education program development. Each district received grants for that purpose. All About Families was developed under that grant. No special budget is necessary to incorporate the program. Any elementary teacher can infuse this program into their existing courses of study. The cost of the curriculum and some visual aids will suffice.

USABILITY

All About Families curriculum can be used by any person working with any school-age child, K-6. No special facility is necessary. The program is being taught in all 61 elementary schools in Granite School District, and surrounding districts are beginning to use it.

STAFF REQUIREMENTS

This curriculum is designed for use by all certified elementary school teachers, bachelors degree upward, in any grade level K-6.

EVALUATION

Program content was compiled and edited by a Home Economics teacher/educator and by a professor of family life. Elementary teachers gave input after a year of field-testing. Parent evaluations were considered in the final re-write.

The curriculum was officially approved by the district curriculum committee. All 61 elementary schools in the district were inserviced and the program is in place.

A positive response came, and is still coming, from parents and teachers indicating the success of the program. The program is spreading to the surrounding districts in the state.

TEEN LIVING

Philosophy and Rationale

In 1976 Granite School District initiated a broad and in-depth study of the junior high school program operating at that time. Alma S. Edwards was chairman of the project. The program was examined from six major positions: course of study, teaching position, communication procedures, student activity program, operational and scheduling patterns, and the development of human relation skills. As a part of this effort, the home economics teachers' committee composed of one teacher from each of the seven junior high schools, examined these topics as they related to the field of home economics.

Nine concerns were written and prioritized by the home economics committee, and from these nine, teachers objectives were written. The two objectives that were given first and second priority were: a) to make home economics programs more co-educational, and b) to focus on improving the quality of family life through improving interpersonal and family relationships.

PROJECT GOALS

In 1977, under the direction of Phyllis L. Woodbury, Specialist for Home Economics, the home economics teachers designed a tentative course outline for a junior high semester course title Teen Living. This course was designed to improve the quality of family life through improving student skills and attitudes dealing with family and peer relationships.

The curriculum identifies problems that teens have dealing with young brothers and sisters. "Empathy" has the student participate in exercises that gives the learner an opportunity to understand how young children view the world and some obstacles that a child might face. The assignment is designed to create an understanding of young children.

The course helps a student identify values and goals, and learn steps in decision-making. The student can practice learned skills through various exercises provided.

The curriculum has been adapted and used with students who have handicaps, learning disabilities, and minority students as well.

OBJECTIVES FOR LEARNER OUTCOMES

The objectives for each unit of study are stated in measurable terms according to Bloom's Taxonomy. They relate to the project goals of improving the quality of family life through interpersonal and family relationships. The objectives are appropriate and can be completed by the 9th grade student.

CONTENT

In 1977 the Granite District PTA, under the direction of Joan B. Palmer, conducted a parent survey in the district that "indicated overwhelmingly that parents want schools to do more in the area of preparing children to be effective and responsible adults and parents." It also concluded, "the program should begin when a child enters school and continue through until graduation, and then to be followed up in community education courses." The survey results pinpointed many aspects of parenting education needing more emphasis in the schools.

In response to the community request, the teacher committee tried to develop a program that would be beneficial and change lives. In order to do this, bimodal teaching methods were implemented. Lecture, discussion, divergent and convergent questioning, role play, and numerous other techniques were employed using Bloom's knowledge, comprehension, application, analysis, and evaluation levels of learning.

Group interaction is expressed through group assignment, role plays, games and group projects. "Who's Going to Barker Street?", and "Nasa Expercise" are examples of such interaction.

A special section, "Finding Help", helps the student identify agencies and persons available to give help in a crisis situation. Another chapter deals with crises and lists agencies in the area to help with personal emergencies. Under "Community Resource People", suggestions are given as to community people that might give insight to that particular unit of study.

Teen Living addresses the needs of lonely, handicapped, minority, and mentally ill. Some chapters focus on these issues and gives the student activities that will help him/her internalize some of the frustrations and problems of being rejected and identifies how individuals can help each other cope with these frustrations.

PROGRAM MATERIALS

Each unit of study has a yellow section that lists the objectives for that unit. The "Motivator/Stimulator" section gives an idea of how the unit could be introduced to promote enthusiasm for that unit. "Discussion Questions" are provided to promote discussion. The questions are geared for bimodal instruction. The "Insights" section provides the teacher with thoughts on the subject by famous authors or other sources. Competency can be enhanced through the terms provided in the "Important Terms" section. The words can be used as a spelling and vocabulary list for the student. The spelling words are used along with the textbook, Me, Understanding Myself and Others. The "Learning Experience" section provides the student with a variety of activities to reinforce learning in that particular unit. These activities are also developed for bimodal instruction. "Suggested Student Reading Assignments" gives the student practice in reading and comprehension which will build competency. The curriculum also provides

the teacher with resources to explore in each unit of study. "Sample Test Questions" are provided to give the teacher an idea of what might be asked on a test. Audio-visual resources are also given as a suggestion to aid in each unit.

A bibliography is provided in each section with the compete bibliography located at the back of the guide. Names of films, videocassettes, cassette tapes, and filmstrips are located in the same section.

The teaching materials are fully developed and are available for immediate use.

Filmstrip Review Questions

Your Emotions: The Coping Process
Personality: Roles You Play
Adolescent Conflict: Parents vs. Teens
Relating: The Art of Human Interaction
Becoming Responsible
You and the Group
Developing Self-Respect
My Parents Are Getting A Divorce
Life Goals: Setting Personal Priorities

IMPLEMENTATION

Budget and Funding Sources

The Utah State PTA and other organizations were successful in 1977 in obtaining State appropriations for parenthood education. The State Legislature passed a measure appropriating $233,600 for pilot projects in secondary schools. Eleven districts were awarded grants to pilot exemplary programs. In 1987 the Utah State Legislature again appropriated nearly $250,000 to continue the projects for 1978-79. Granite School District received grants both years. After the curriculum was written, the school district provided the funds for the pilot course at Eisenhower Junior High. The expense needed to set up a program would be the cost of the textbook, filmstrips and Teen Living guide.

USABILITY

The program is currently in operation in the Granite School District and may be visited and observed until the end of the 1985-1986 school year. There are no facility requirements. A conventional classroom is sufficient and the physical program can be adapted as the school dictates.

STAFF REQUIREMENTS

It is recommended that a certified home economics teacher instruct the class to maintain the effectiveness of the program. However, anyone schooled in the area of parenting, child development, and psychology could successfully teach the course. The most successful Teen Living programs

have been taught by a male and female teacher. This is recommended but not mandatory for a successful experience.

EVALUATION

In the fall of 1977 Phyllis Woodbury and Dr. Ronald Hermansen were appointed as directors of the Parent Education Project in the Granite School District. An advisory board was established composed of administrators, PTA leaders, principals, teachers and students to give direction to the project. Pauline Richards and Dr. Brent A. Barlow, both of Brigham Young University, were hired as project consultants. Ron Belnap, psychologist for the Granite School District, helped give direction to the project at Eisenhower Junior High School. The Teen Living course was initiated on the ninth grade level at Eisenhower Junior High School during the 1978-79 school year on a pilot basis to determine the feasibility of such a course, and to identify appropriate content and teaching strategies. The course was taught by Chris Moore, the home economics teacher. It was determined that students at the ninth grade level were interested and did benefit from the study of personal development, peer relationships and family life. Students became extremely involved in the course and 40 students signed up for the course the following year.

The course outline and content was revised by the home economics committee and was field tested district-wide during the first semester of the 1979-80 school year. A committee of four teachers has done the final editing of the course guide. Field test documentation available upon request.

This Teen Living course has been officially approved by the District Curriculum Committee and the Administration, and is listed in the Granite School District Junior High Manual.

A study is being done from BYU to measure the effectiveness of the program in changing attitudes. The results will be published within the next year.

FAMILY LIFE UNITS
JUNIOR HIGH

Philosophy and Rationale

Granite School District conducted a survey among parents of elementary school children in the Granite District which "indicated overwhelmingly that parents want schools to do more in the area of preparing children to be effective and responsible adults and family members." It also concluded, "The program should begin when a child enters school and continue through until graduation, and then be followed up in community education courses." The survey results pinpointed many aspects of parenting education needing more emphasis in schools.

As a result of this survey, two concerns were voiced: a) to make home economics programs more co-educational, and b) to focus on improving the quality of family life through improving interpersonal and family relationships.

The Utah State PTA and other organizations were successful in obtaining State appropriations for responsible parenting education.

Granite District took a comprehensive approach to the Parenthood Education Project and designed an interdisciplinary plan that resulted in the production of materials for senior, junior, and elementary school levels. The program materials presented herein are directed to the junior high school age, and are titled Family Life Units.

PROJECT GOALS

The Family Life Units are written for boys and girls in the 7th, 8th, and 9th grades. Goals are written with this age group in mind. The goals include emphasis on the development of decision-making and other higher-order thinking skills. It is realized that constructive problem-solving contributes to continual growth through the decision-making process.

Goals are designed to develop positive attitudes toward the care of children in the unit: "Enjoying Young Children." Emphasis is placed on the responsibilities of child care, child guidance, play and activities, and health and safety.

OBJECTIVES FOR LEARNER OUTCOMES

The objectives are stated in measurable terms and are consistent with the goals stated at the beginning of each unit. The objectives are appropriately written for the junior high school age.

CONTENT

In the State of Utah, the results of various surveys have indicated that

parents want schools to do more in the area of preparing children to be more effective family members.

Instructional strategies address all learning domains: remembering, understanding, solving, analyzing, creating, and judging.

Learning activities focus on individual needs and group interaction.

The use of medical and social support services are encouraged. Information is given on services such as: social workers from Family Services, the Rape Crisis Center, the school counselor, and various health professionals.

The unit, "Enjoying Young Children", provides experiences in observing and participating with children at home or at school where a short term nursery school may be implemented.

The Family Life Units are written to address the needs of junior high school age youth. The units do not discriminate the needs of any special population, but are all inclusive.

The program is exemplary and innovative. The curriculum is family focused. The units relate to personal development, interpersonal relationships with family members and friends, and management of time, energy and money.

PROGRAM MATERIALS

Parental response from state and district-wide surveys indicated the definite need for schools to do more in the area of preparing children to be effective and responsible adults and family members. State appropriations were obtained to appoint administrators, PTA leaders, principals, teachers and students to develop programs beginning in elementary grades and continuing through until graduation.

The materials are developed for competency-based education. Originality is reflected in the project materials. The teaching materials are fully developed. The Family Life Units have been developed, field tested, revised and published. These units are taught in all 14 junior high schools of the district and teachers have received inservice intended to strengthen these units of study. Each unit's bibliography lists a recommended resource list of original and commercial materials available. Where applicable, permission has been obtained from companies to use materials that are protected by copyright.

IMPLEMENTATION

Budgeting and Funding Sources

No special budget or funding sources needed. Cost of program would include cost of curriculum, textbooks, filmstrips.

Page 12, Salt Lake City, UT

USABILITY

The Family Life Units can be adapted and used by a variety of audiences. These units are taught in 14 junior high schools of the district and may be visited and observed. The only facility required is a conventional classroom.

STAFF

A certified Home Economics teacher with a Bachelor of Science degree is needed to teach these Family Life Units.

EVALUATION

The Family Life Units were developed by subject-matter experts--home economics teachers. Pauline Richards and Dr. Brent A. Barlow acted as consultants to the project.

Units were field tested. evaluated, revised, and published, and are now in the district's 14 junior high schools.

HIGH SCHOOL

PURPOSES OF PROJECT

The purpose of the project was to create an awareness among parents, educators, and students of the need to make education for responsible parenthood an integral part of the curriculum in public schools.

Philosophy and Rationale

The project guide was divided into the three main areas of interpersonal relationships, family management and child rearing.

Relationships are an inescapable part of each person's day-to-day life. Satisfaction with one's life depends on the quality of relationships with significant others. The ability to achieve self-actualization has as one of its criteria, satisfactory interaction with a variety of one's associates and the development of healthy self-image/concept.

The many vicissitudes of modern life have produced significant changes in family structure. With change has come increased problems, some of which are the increase in child abuse and financial and social difficulties experienced by the single parent. The problems of greater family mobility, influence of T.V. violence, childhood stress, and others, need to be addressed by educators in training children and teenagers in positive ways of living a full and satisfying life.

Decision-making skills in management of resources can contribute to the realization of individual and family goals. The parent is the prime teacher and the knowledge of how to train children in management techniques and decision-making is a necessary and integral part of parenthood education.

PROJECT GOALS

The over-all project goals provide for parenthood education K-12 with the senior high school program adaptable for community education courses. The funding of the Granite District project was obtained through individual proposals which were endorsed and funded by the Utah State Legislature.

The objectives of the individual units emphasize the development of decision-making and cognitive skills. The supportive materials also give the student experiences in using these skills.

The primary goal of the project was to promote positive attitudes toward children. The teacher is the primary source of attitude formation in the classroom and the family is the primary influence in the home. It is the concern of the project to bring these two influences into consensus which may be accomplished by parent-teacher-student conference on an individual basis and by inviting parents to participate and/or observe in the classroom.

OBJECTIVES FOR LEARNER OUTCOMES

In each unit the objectives stated in measurable terms through the use of cognitive terms. Eacn major area concerns itself with one of the three goals of the project. In all cases, the objectives are appropriate and adaptable for the senior high target audience.

CONTENT

A state and a local advisory board were instrumental in initiating and implementing the entire project.

The learning experiences section of each sub-unit provide for a number of experiences which give the student an opportunity to select activities that will suit any or all learning domains according to his/her interest and ability.

A comprehensive list of support services in Utah is provided for each student, and speakers are asked to come from several of these agencies to acquaint students with the helps available to them. A list is produced by the Utah State Division of Health, Family Health Services Branch, and may vary slightly from year to year. This may be obtained upon request for the current year.

Optional ways of providing actual experiences in observing and participating with children are suggested. Cottonwood High works in conjunction with the Occupational Child Development class in making available observation of an on-going nursery school. If the time frame is not appropriate, students may elect to observe a local nursery school or nearby kindergarten.

The program addressed the needs of the high school student, young marrieds, the unwed parent, and the handicapped.

The total approach is value centered and innovative in tone. Students are given the challenge of discovering their community and reporting the attitudes of their peers. The program is seen as a whole and the family as the unifying body.

The FHA/HERO organization is given the opportunity and challenge of peer educatoin and involvement in "Wanted, Healthy Babies," by fulfilling the program objectives of their organization.

PROGRAM MATERIALS

The background and rationale for the development of the materials are clearly defined.

Materials can be adapted for competency-based education. The objectives are stated in cognitive terms which allow the teacher use objectives and subjective evaluation instruments.

A great selection of teaching materials for each unit is available and fully developed. All project materials are immediately available.

The APPENDICES provides an immediately available source of materials which are fully developed and suitable for reproduction. The BIBLIOGRAPHY has a complete listing of resource materials including books, booklets, filmstrips, films, kits, packets, transparencies, tapes and cassettes, and video tapes. All resource addressed are listed and in most cases the prices are listed. The writer also uses the Footsteps video tape series from Public Broadcasting.

IMPLEMENTATION

Budgeting and Funding Sources

Cottonwood High School was one of two district high schools selected for the pilot program. At that time all resource materials were funded by the original proposal grant from the Utah State Legislature. When the program was implemented in the other six high schools, other resource materials were purchased and placed in the district media center for use by home economics teachers only. Copies of the films are available at no cost through the district film library. Classroom sets of texts and reference books have been purchased from regular textbook funds. Teacher salaries are paid by the district and a small yearly Parenthood budget for each school pays for new materials and guest speaker fees, if required. The budget varies from year to year, depending upon funding in the district budget and class size.

The cost of implementing the program is within the capabilities of school districts, particularly where resources can be shared from a district media center. The resourceful teacher can substitute other available materials and resources which support the objectives being taught. Many resources are available at no or low cost through the producers, such as J.C. Penney Co.

USABILITY

The program has been designed for easy adaptation by a variety of audiences. This program is currently in operation throughout Granite District and is included in the district High School Manual. The state legislature in funding the original project stated that the concepts outlined would be a necessary part of each state high school curriculum by the year 1980. For this reason it is anticipated that the district will comply by continuing the Parenthood Education curriculum indefinitely in its offerings.

Upon official contact, the program may be observed in any one of eight high schools in Granite District.

The only facility required is a regular classroom with tables or desks, a bookcase, and file cabinet. Facilities for the operation of a nursery school observation experience in Granite District are provided through the Child Development program.

STAFF REQUIREMENTS

The number of personnel is dictated by the number of students enrolled. Each teacher must hold a certified home economics degree and/or a degree in Vocational Home Economics, according to individual state requirements.

EVALUATION

At the present time, the Parenthood Education and Family Life classes at Cottonwood High are participating in a statewide study of selected schools being done by the Utah State University Home Economics Education Department under the direction of Dr. Joan McFadden. The study is a pre-post test consisting of sixteen items which evaluate the degree of change in learning of the concepts and objectives being taught using the present state and district guides. This is a two-year study project and the results will not be available until after the close of the current school year.

PARENTHOOD EDUCATION

PURPOSES OF PROJECT

The purpose of the project was to provide information that could aid individuals to understand, accept, and like themselves as a basis for relating positively to others; to master critical nurturing and parenting skills; and to develop resource management abilities to face the economic and social challenges that lie ahead.

Philosophy and Rationale

Effective personal and family living has ever been a concern of Home Economists as the the quality of family life affects the future. Personal growth and the development of rewarding relationships is important throughout one's entire life span.

Family and social changes of the last decade indicate the increased need for recognizing and meeting the needs of children, including their safety and well-being, in varying family lifestyles and structures.

OBJECTIVES FOR LEARNER OUTCOMES

The objectives are stated in cognitive terms such as: define, discuss, identify, describe, classify, appraise, criticize, and others.

Consistency between goals and objectives is evident in the manner in which both are stated and in the variety of evaluation devices.

Because of the wide variety of audiences which may be served by the curriculum, it has been written in such a way that goals and objectives appropriate to the group may be selected and adapted by the instructor on the basis of interest and need. There is a wide selection of supportive material from simple to sophisticated that will meet the levels within a group or of a special group.

CONTENT

Before the project was undertaken, the district supervisor, Phyllis Woodbury, contacted a group of patrons, including parents, to survey the existing family life/child development/parenthood education programs to make suggestions for curriculum development. This group visited the high schools, talked with teachers concerning goals and objectives and content, and then made their recommendations. The actual curriculum writing project was subsequently merged with a state-sponsored effort and the recommendations of the original group were included in the guidelines for curriculum development.

The wide scope of use of the program makes it particularly necessary to invoke the use of all learning domains including knowledge, understanding, solving, and activity levels.

Every unit provides number of opportunities for dyadic, small group, and large group activities.

An integral and critical part includes first-hand information about medical and social services. An up-to-date and comprehensive list of available services is provided for the students. In addition, speakers from many community agencies are invited to explain the services offered by them.

At the discretion of the instructor, and provided there are appropriate facilities available, students may have a nursery school experience. In the absence of such facility, students may be assigned a nursery school or kindergarten observation experience with a cooperating patron or school. In the case of the Young Mothers' program, they bring their children with them.

The special populations served are classes for young marrieds, unwed mothers, physically or intellectually handicapped, ethnic groups, regularly enrolled students in high school, and alternative schools.

A family-focused orientation that is both exemplary and innovative is evident upon even a cursory examination of the content. The total program was written and revised by home economics teachers from throughout the state of Utah. They implemented their writings with goals and objectives that typify values consistent with wholesome family life and parenthood education. It was their intent to present materials in such a way as to be grammatically correct, easily understood, motivational, and inspirational, as well as to teach by positive example.

Vocational student organizations have ample opportunity to be involved in conjunction with the class in such projects as "Healthy Baby Week," nursing home and veterans' hospital outreach, and as volunteers for Children's Social Services. They may also elect to be teacher aides in nearby elementary schools.

PROGRAM MATERIALS

The emphasis of the 14 units in Volume I is on personal relationships and Volume II with 16 units begins the family at the time of marriage and the establishment of a new family. It emphasizes consumer education and management of resources. Relationships throughout the entire family life cycle are covered in Volume II.

The materials are written for competency-based education. The number of people involved in the writing project afforded a particularly wide scope of original materials which are cost effective since no special funding is required for implementation. All project materials are immediately available.

All submitted materials have been cleared for reproduction and as far as has been ascertained are editorially accurate.

IMPLEMENTATION

Budget and Funding Sources

There is no need for a budget to be presented since the materials contained in the guide are well enough developed to be used as printed. The expenses include the salary of a qualified teacher, an appropriate text (titles suggested) at approximately $15.00 per copy, and films and filmstrips usually readily available in school resource libraries. Concepts and objectives are well enough identified so that alternate resources may be substituted.

The cost of implementing the program is within the capabilities of any agency that might desire to use them.

USABILITY

The program can be adapted and used by a variety of audiences. It suits the needs of both male and female persons and a wide range of social and intellectual levels.

At the present time, the program is in operation in all Granite District High Schools, the Young Mothers' program, the Alternative School, and some community education programs. The guide is used in part or whole throughout the state of Utah and a number of copies have been purchased for use in other states. The program may be visited and observed until the end of the 1985-1986 school year with a list of schools furnished upon request. This program will be a part of the curriculum offerings at Cottonwood High School for the foreseeable future.

Facility requirements would be a regularly appointed school classroom with tables or desks. It might include a bookcase or cart for storage of texts and supplementary materials, and a file cabinet.

STAFF REQUIREMENTS

Depending on the enrollment, one or more teachers would be required. Home Economics teachers holding valid teaching certificates and/or vocational Home Economics teaching certificates would be necessary. In some instances where a nursery school is part of the implementation, it would be desirable to have a part-time volunteer to assist the regular teacher.

Community involvement and participation is especially desirable and may be accomplished by inviting a variety of professional and lay people to present their expertise wherever possible.

EVALUATION

The guide was written under the direction of the Utah state director of vocational home economics, Karen Stone, and the Granite District home economics specialist, Phyllis Woodbury (now retired). A special evaluation device for the total program was not developed. Individual teachers evaluated each unit.

The personnel included thirty of the state certified home economics teachers. It was then field tested. The field test was conducted under the direction of the Utah State University home economics education department and university credit was given to those teachers who did the field test and submitted their own evaluations of the total effectiveness.

The program is a sound education program that promotes desirable cognitive and decision-making skills since these are part of its stated goals and purposes. The program was funded, developed, printed, distributed, and implemented by the Utah State Board of Education and the many Utah school districts for the teaching of these skills.

FOR MORE INFORMATION CONTACT:

Almina Barksdale
Home Economics Coordinator
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PROJECT TITLE: Parents Are Teachers (PAT) and Family Oriented Structured Preschool Activity (FOSPA)
St. Cloud, Minnesota

PURPOSES OF PROJECT
Philosophy and Rationale

The AVTI Parent-Child Programs based in St. Cloud, MN have developed two exemplary Early Childhood/Parenting Programs. The original program, Family Oriented Structured Preschool Activity. commonly called FOSPA, began in 1972. Those early beginnings were supported by Title III Federal monies. In 1974 the FOSPA program was evaluated and received national validation as a Title III, ESEA Developer/Demonstration Project. The program has since been replicated in 146 sites in 17 states and one foreign country. This program continues to act as a model program for four year olds and their parents the year prior to kindergarten entrance.

The Parents Are Teachers Programs, referred to as PAT, grew out of the requests by parents and the knowledge that the first three years of life were all important in a child's development. In 1976 funds were received from Adult Vocational Education, the Bush Foundation and the Kellogg Foundation to begin the development, implementation, and process evaluation of a program for parents and their children birth through three. This program also located in St. Cloud, MN has 25 replications in 5 states.

The request for recognition through the AVA's National Dissemination Project is being sought for these two programs. Both programs are outstanding, innovative, have proven themselves effective and have been readily adapted to serve as Early Childhood/Parenting and Family Education models for a variety of populations. Both programs are being presented in one nomination proposal since they have both been developed by the AVTI Parent-Child Programs and compliment each other. First FOSPA and then PAT will be discussed under each topic heading.

PHILOSOPHY AND GOALS

A. FOSPA is an Early Childhood/Family Education Program for four year olds and their parents. It is based on the philosophy:

1. That a child's capacity to learn can be developed, and that much of his/her basic intelligence is largely formed by the time he/she reaches school.

2. That a child's achievement is more closely related to the educational climate in the home and to the degree of parental involvement than it is to the quality of the school.

3. That the vast majority of parents, regardless of socioeconomic status, are vitally interested in their children's education and do want to teach their children but feel that they need some help with teaching methods and materials.

4. That a positive self-image is a basic ingredient to educational success and can best be developed during the preschool period by the child's first teacher, the parent, through a warm, intimate, continuous love and sharing between child and parent.

5. That early identification of the handicapped child is extremely important because therapy is most effective during the child's most formative years, which are the preschool years.

6. That when parents and teachers are involved cooperatively in the education of a child, significant gains can be realized.

PROJECT GOALS

- To involve the child in a curriculum of the "guided-discovery-learning" type so that each child might achieve his/her potential.

- To provide the parents with teaching methods and materials.

- To provide the parents with an evaluation of their child.

- To provide parents with at-home activities and materials that will help the child achieve his/her potential.

- To provide parents with information on child development, child management, family relationships, communication skills, etc., so that the child might be developing in a very positive environment.

- To provide information and materials that will enable parents to develop a rich learning environment in the home.

- To provide a system of identifying the handicapped child and a way of serving the needs of this special child and his/her family.

- To give parents opportunities to meet with professional educators in an informal setting, thus dispelling some of their fears and preparing them for a more positive cooperative effort in the education of their child.

- To provide community service providers with ideas of how they can serve the families in the cognitive and effective development of their children.

- To provide the family with information on community resources available to them in their task of teaching and parenting.

- To help parents realize that it is okay to have a problem, not to have all the answers, and that the schools and other community resources are there to assist them.

- To provide a positive school experience for four year olds with Mom and Dad right with them or in the next room.

A. PAT is an Early Childhood/Family Education Program for parents and their children birth through three.

It is based on the philosophy:	Our goals are:
That parents are the most important people in a child's development and that parents want to know how to aid their child's development.	To support the role of parents as their child's first and most significant teachers.
That the early years (birth through three) are the most critical years of development. The vocation of parenting needs support from education.	To discuss principles of human development. To enhance parents' awareness of their own and their child's level of development.
That the family unit plays a crucial role in the growth of all human beings. Ideally it nurtures, provides support, stability, and refuge for child and adult.	To help parents create an environment in touch with the child's developing sense of trust, sense of separateness, and need for respect. To help parents respect their own needs. To encourage parents to sustain congruent relationships with their children and with their own individual experience.
That the relationship between parents and the relationships between parents and child are crucial to the child's personality development, emotional and mental health, and eventual cognitive development.	To support the relationship between parents and child. To clarify the ways that parent-child interaction can effect a child's level of achievement. To offer appropriate guidelines for facilitating development.
That for parents, childrearing can be an opportunity for growth through which they can discover their talents and strengths.	To offer information on child development and styles of parenting.
That the quality of relationships within the family affects the growth of each individual.	To model showing respect for each member of the of the family. To design a non-threatening, non-judgemental, and nurturing environment in which families can experience

	positive ways of being together.
That it is important for parents to be able to understand their child's form of communication and to help the child to express needs more clearly.	To provide parents with opportunities for learning and practicing communication skills.
That the process of separation challenges parents as well as child and by supporting their child's growing independence, they are building a relationship of trust and acceptance.	To demonstrate ways for parents and child to cope with separation. To show acceptance of and deal with the feelings and any difficulties that arise during separation.
That a child's self-reliance needs to be encouraged. That a child needs hands-on experience with the widest possible variety of materials and media. S/he learns best when s/he can actively explore the environment and the materials in it with fewest restrictions.	To demonstrate ways parents can allow children to solve their own problems and gain self-reliance. To help parents be in touch with types of learning environments developmentally appropriate for their child.
That through observation and sensitivity to their child's cues, parents can learn when their child needs help and when the child can learn independently.	To help parents direct their observations toward awareness of their child's competence. To provide guidelines for appropriate intervention. To help parents gain self-confidence and acceptance.
That a climate of trust and caring aids personal growth and enables people to be more relaxed, which encourages learning. We support the growth of parents and child and recognize individual differences in growing. We accept that people sometimes resist change, and we see resistance and healthy skepticism as part of growth and learning.	To provide a time and a positive environment for parents to meet with other parents for support and idea-sharing. To provide time and information for parent discussions of import issues in parenting and family life. To guide these discussions and offer resources for parents to find the answers to their questions. To provide a model

that shows a way to be with people--adults and children--that respects individual developmental levels.

CONTENT

The FOSPA and PAT are unique center-based programs with take-home activity kits, (educational activities) and materials designed to support families with children birth through five. The programs run for 25 weeks from September to May. Parents attend with their child for approximately two hours, one time a week. The programs run both day-time and evening sessions to accomodate the varying life styles of families. The programs were developed with content pertinent to most families and a process workable for all families. Some of these families have been referred. Many fathers attend the programs with their young children. The program content and process has proven effective with families from all walks of life.

The program activities vary for each program, reflecting the developmental stages of the children.

A. FOSPA Program

FOSPA groups are located in each elementary school in St. Cloud. They each have their own part-time staff and use whatever facilities are available to them. A special early childhood room is ideal, but most often a kindergarten room is used after hours. FOSPA is designed to be used with 10-12 families per group. If the process is used with special needs families, the number would be reduced. Groups are staffed by a parent coordinator and a teaching assistant.

1. Open House: This meeting serves as an introduction to the program and staff and provides an opportunity to participate in sample activities.

2. Orientation: Three two-hour meetings are conducted to prepare the parent and child for the "at-home" phase of the program. Techniques of group participation, guided observation, discussion and model teaching are employed to introduce parents to the methods and materials they will use at home as well as the basics of child development. A pre-assessment of the child's skill areas is given and shared with the parent. Parents take part in parent discussions. This provides an opportunity to relate to other parents and begin a network of support. Children participate in child-teacher-peer group activity.

3. Weekly Preschool Sessions: The orientation marked the beginning of a continuing program of center-based and home activities designed for the parent and child. Each sessions includes the following activities:

a. child-parent-teacher activity (group games, songs, etc.) where parents have the opportunity to observe model teaching methods.

b. child-parent activity (learning stations) where parents have an opportunity to work and play with their child.

c. parent-child group discussions under the direction of a parent coordinator.

d. child-teacher-peer group activity (games, dramatic play, free play, etc. for children)

e. take-home materials where parents may choose each week from 64 preschool and 31 supplemental skill related activity kits designed to be used at home by parent and child.

4. Home Visits: A special needs coordinator is on staff and may home visit families when the parent or child for some reason (health, transportation, etc.) is unable to come to the preschool center. Home visits are offered to those families who need special help, individualized attention, or perceive a special problem with the child. These visits may enable a family or individual to ease into a group situation that they may have been initially unable to handle.

B. PAT Program

The Pat Program is housed in North Community Center. To meet the needs of families, sessions are held all day long and into the evening every day of the week (except Friday) from 9:00 a.m. - 8:30 p.m.

The groups are divided according to the ages of the children and are staffed by a parent coordinator and educational aide. The group size is kept at 10 families. The 25 weeks of the program are divided into 3 phases.

1. Phase I - Play Phase - 5 weeks: During this phase the main topic is "play"--what it is, how it develops, how individual children do it. It's also a time for trust building.

2. Phase 2 - Observation Phase - 8 weeks: Here the emphasis is on the parents' spending time in a quality way of observing the uniqueness of the individual child. The reasons for observing and how to do it are learned. Some of the focuses to watch for and to discuss during these sessions are:

   a. separation from parents
   b. trusting other adults
   c. the child in the environment
   d. the child's social/emotional development

3. Phase 3 - Discussion Group Phase - 12 weeks: During this phase parents and staff zero in on specific topics of interest. A special time is set aside to be apart from the children in a comfortable environment for discussion. The topics suggested for discussion are:

   a. the competent child
   b. the family as a system
   c. parents as teachers
   d. knowing and enjoying the creative child
   e. an honest approach in parenting
   f. the development of assertiveness in children
   g. creating a daily balance
   h. tv and the family
   i. family nutrition
   j. family health and safety
   k. sexuality
   l. discipline--the development of self-control
   m. dealing with loss
   n. community resources

The topics remain flexible in order to meet the needs of the greatest number of parents and children.

Staff are also available on a one-to-one basis at the parents' request for additional support.

4. At-Home Activity: Activity Kits are a way of extending Project Pat activities into the home environment. In the center each week, parents practice how to be with their child. Kits offer concrete materials and ideas for parent-child interaction with an emphasis on what to do with the child. Working with kits always begins with a response to the child's cue. When parents choose a kit during the week, they do so at the moment that they and their child demonstrate readiness.

5. Home Visits: As with FOSPA, a special needs coordinator is available as a link with special needs families and agencies serving these families. Any families unable or not ready to participate in center-based activity are offered home visits.

PROGRAM MATERIALS

A summary of program materials for each program is listed here. Complete materials have not been provided at this time because of cost to the program. Please contact the Parent-Child Programs if further examination or explanation of materials is required.

A. FOSPA Materials

1. Take-Home Activity Kits and Materials:

An ungraded hierarchy of 64 activity kits has been developed in five skill areas (motor, classification, auditory, visual, body image) and the enrichment or general awareness area. These make up the basic "at home" curriculum of the project. An activity kit consists of a booklet of five ideas for activities which stimulate learning in a basic skill or enrichment area. It is designed to be used in consort with returnable materials by parents and children in the home. Parents are encouraged to think of the activity kits as ideas for activities and to expand on them, alter them, or create new ones to fit their life style. Each kit is designed to employ:

a. active learning
b. easy activities before difficult ones
c. concrete experiences before abstract
d. isolation of a skill or concept area
e. repetition

A supplemental set of 31 at home activity kits is also available for use with the program. They have been used as a parent involvement component in kindergartens or as supplemental to a preschool program. Also available are Art & Music Activity Kits. These specialized kits were written in 1981 to be used as learning stations or as take home activities. These kits fill an important area previously not included in the program's printed material.

2. Learning Stations: Learning stations are activities used during the parent-child time at preschool. Each station has a specific behavioral objective designed to facilitate learning in one of the five basic skill areas (body image, auditory, visual, motor and classification). It is equipped with materials and directions for their use in parent-child activity. Vocabulary words are suggested to aid in continuing language development.

3. Parent Handbook: The parent's guide to FOSPA delineates all aspects of the program for parents. It contains chapters on the components of the program as well as a large section of "Ideas for Parents" which includes a variety of information ranging from "Four and Five Year Old Behavior" to "Community Resources." A place to keep a record of the child's skills determined by the diagnostic assessment is provided. An outline of at-home activity kits for parents to choose is included. A glossary completes the handbook.

4. Parent Discussion Group Curriculum: This curriculum guide contains suggesting parenting topics and references. Those for orientation sessions are in a specific order to aid in a smooth and meaningful beginning to the program. After the orientation period is over, topics are usually choosen on individual group needs. Each topic is written up as a lesson plan with objectives, resources and procedures.

5. A Guide to FOSPA: This guide deals with implementing and administering the Family Oriented Structured Preschool Activity.

6. Children's Room Curriculum Guide: Specific lesson plans for the activities in the children's room during the orientation period are outlined. Suggested curriculum for subsequent sessions including those coordinated with parent room activities and holidays are found here.

7. Preschool Diagnostic Assessment: The Preschool Diagnostic Assessment is an instrument which measures a child's skills in various areas of cognitive development. Each item on the Assessment is correlated with an activity kit (or a series of activity kits). The assessment score, therefore, provides information for the parent and teacher and aids them in the selection of activity kits.

8. Materials and Cost Book: A complete listing of all program materials that make up activity kits, learning stations, children's room environment and parent resource area can't be found in this book. Revised in 1-84, it simplifies purchasing materials for the program.

9. "Learning Environment" - filmstrip: This filmstrip is a general overview of the program's materials and components. It is useful for awareness sessions for community, staff and program participants.

10. "Model Teaching" - filmstrip: This filmstrip explains the concept of modeling or model teaching, technique used in teaching parents and children. This filmstrip can also be used as a program introduction for parents and other interested groups.

B. PAT Materials

1. Teacher's Manual: The Teacher's Manual is a step-by-step guide to the curriculum content and process of the PAT Project. It is intended to facilitate part of the task of replicating the Project PAT. It begins with the philosophy and goals of the program.

The section on working with parents and children extends this philosophy into its working application. The curriculum sets forth a sequential arrangement of program components. Pragmatic matters are attended in sections on "resources," "environment," and "administrative concerns."

2. "Observations" A Parent's Guide: The "Observation" Book provides a structured way for parents to follow the PAT curriculum and to record their observations about their child as s/he grows and changes. Included are handouts on specific areas of child development and family issues.

3. At-Home Activity Kits: Activity Kits extend the Project Pat activities into the home environment. The kits offer concrete materials and ideas for parent-child interaction. Each Activity Kit was developed to be within the ability range of children birth through three years of age. There are, in all, 123 kits which employ the following principles:

   a. active learning
   b. "easy before difficult"
   c. isolation of a skill or concept area
   d. repetition

4. Activity Kit Catalog: The Activity Kit Catalog is a description of all basic activity kits available from Project PAT for home use. The description of each includes:

   a. a short description of the kit
   b. a written "cue" about the child's readiness behavior
   c. an explanation of the parent role in using the kit
   d. a list of material needs from the center or at home

   Parents use their observational skills and the information in the Activity Kit Catalog to self-select the kits.

5. "Growing Together" - filmstrip. This filmstrip is a general overall description of the project. It is useful for awareness sessions, to show to interested community groups, and whenever a public relations job is appropriate.

6. "Selective Intervention" - filmstrip. This filmstrip explains a method of working with young children taught to project staff by Magda Gerber, PAT consultant. It is the method modeled by staff as an example of a respectful way to parent.

IMPLEMENTATION

FOSPA and PAT can be implemented by an agency dedicated to early childhood/family education. Since the project curriculum involves a

developmental-interaction approach of working with parents and children, it is not meant as a short course on parenting. Instead, replicating agencies would want to consider doing the project in its entirety.

The Replicable Components of FOSPA

1. Resource Center: For parents and child where they play and learn together at a variety of learning stations in a non-directive free setting.

2. Learning Stations: Modeled by a professional teacher for the benefit of the parents.

3. Parent Discussion Groups: Faciliated by a professional staff person.

4. Pre and Post Assessment: An evaluation of the child's ability.

5. At-Home Activity: Parent teaching child at home using at-home activity kits.

6. Home Visits:

The Replicable Components of the PAT Project

1. Play Phase: Parents and child play together in an environment set up with the child's developmental needs in mind, and debrief each experience.

2. Observation Phase: Parents observe their children interacting with each other, the environment and a staff carer, and discuss these observations.

3. Discussion Phase: Parents debrief their in-center experiences and have structured discussion time on topics relating to their parenting interests.

4. At-Home Activity Kits: Parent facilitates their child's development at home using the at home activity kit.

5. Resource Library: Parents and staff have access to current books and articles on child development, parenting, and family issues.

6. Home Visits: In cases where there is a special need, parents can have one-to-one time in their own home.

The following combinations of replicable components would be considered an adoption:

1,2,3,4,5,6,

1,3,4,5,6
2,3,4,5,6
4,5,6
4,6
2,3
1,3

Situations arise where the programs are changed somewhat to meet the particular needs of a program or community. Following are some of the ways the program may be adapted:

1. the length of the program may be shortened
2. multi-age groupings of children may be tried instead of single age groupings
3. a day care center might invite parents in twice a month for play, observation, discussion, and at home activity kits
4. an agency might zero in on one age group rather than work with all children ages birth through 3 years of age

STAFF REQUIREMENTS

In order to replicate either FOSPA or Project PAT and use the program curriculum it is necessary to go through staff training. The persons receiving training are persons who will actually be working with groups of parents and children. It is also helpful if the person(s) administrating the replication go through the training. Training workshops are held periodically in St. Cloud or arrangements can be made for a staff trainer to go to the replicating site. The workshops are two-three days long and include:

1. a complete understanding of FOSPA and PAT components and curriculum
2. the sharing of a method of working with infants called "Selective Intervention" if replicating PAT
3. help in examining some facts about working with the adult learner
4. setting up and implementing the FOSPA or PAT Program

Adoption Agreement

Upon completion of the program training and before ordering materials, the replicating agency is asked to fill out an agreement with the AVTI Parent-Child Programs. It is an agreement to insure a clear understanding as to responsiblities of the Parent-Child Programs and the adopting agency. The AVTI Parent-Child Programs realize that no agency will replicate the projects exactly. Each situation is unique and the adoption agreement will clearly indicate this uniqueness.

FUNDING SOURCES

The model projects in St. Cloud, MN are currently supporting by combination of District 742, Community Education, State Adult Vocational

Funds, and State and Federal 150 Consumer and Homemaking funds. Participants are also charged a fee for the program. Other sources of funding are possible through Title I and Special Education.

EVALUATION

The FOSPA Program has shown clear evidence for cognitive growth. The evaluation design, implementation and data analysis have been validated by a National Validation Team as well as the National Dissemination Review Panel.

The PAT Program evaluation was prepared by HIGH/SCOPE Educational Research Foundation. The evaluation shows Project PAT to be a highly effective program for increasing parents knowledge of infant development and enhancing their supportive interactions with their very young children.

ADVISORY BOARD

The AVTI Parent-Child Programs has an Advisory Council which meets twice a year. The 11 members represent a broad spectrum of the St. Cloud community.

FOR MORE INFORMATION CONTACT: Cornelius Votca
Director, Adult Vocational Education
1540 Northway Drive
St. Cloud, MN 56301
(612) 253-5828

NOMINATION ABSTRACTS

NOMINATION ABSTRACT

PROGRAM TITLE: Total Care Training Program

TARGET AUDIENCE: Forty high school students. One hundred percent economically and/or academically disadvantaged by Alabama Vocational Education standards and 15 percent of these are teen parents.

DESCRIPTION & PROGRAM: A vocational education program designed to prepare disadvantaged youth with knowledge and skills in child development and parenting. To further provide learning experience designed to foster positive self concepts necessary for successful parenting and employment.

EVIDENCE OF EFFECTIVENESS: Letters of Support, Date - Learner Outcomes, and Certificate of Recognition from United State Department of Education.

IMPLEMENTATION REQUIREMENTS: Laboratory work experience with children/elderly and intergenerational activities.

FINANCIAL REQUIREMENTS: Start-up costs, current operating costs, (start-up costs include relocation of classroom which would not be necessary in most instances.)

SERVICES AVAILABLE: Parenthood and child development training, unpaid work experience, job training, curriculum development, counseling: job/peer/personal, public information: media program, service referral and intergenerational communication/role models.

FOR ADDITIONAL INFORMATION CONTACT: Mrs. Laura Cummings
LaDow Area Vocational Center
Rt. 2, Box 46
Carrollton, Alabama 35447
(205) 367-8926

NOMINATION ABSTRACT

PROGRAM TITLE: "Parenting for 72 Hours" Flour Baby Project

TARGET AUDIENCE: High school males and females, grades 10-12

DESCRIPTION & PROGRAM: After a study of prenatal growth and development, child abuse, and the financial responsibilities of having children, students are required to dress a five-pound bag of flour like a baby and treat it as if it were real for 72 hours. The "babies" are weighed, measured, and names so that their birth certificates can be completed, and a daily journal is kept by each parent to record the feelings and experiences resulting from the project. After the 72-hour segment a questionnaire is completed, and class discussion follows.

EVIDENCE OF EFFECTIVENESS: When the program was begun three years ago, there were two sections per semester of students enrolled in Child Development. The next year that number increased to three sections the first semester and four sections the second. Presently, during the third year, there are five sections of the class each semester. The students voice their pleasure over the project. It has become an anticipated occurence for new students at the onset of the course each semester.

IMPLEMENTATION REQUIREMENTS: Students are required to furnish their own bags of flour and materials for creating and dressing their "babies." The teacher furnishes glue, scissors, tape, a baby or kitchen scale, stamp pad, yard stick, and accompanying printed materials.

FINANCIAL REQUIREMENTS: The materials listed above are items that are from the general supplies of the department. The duplication of accompanying materials is furnished by the school duplicating service (as for any other class). The kitchen scale is borrowed from the Nutrition and Foods class of our department. Students furnish their own flour and borrow baby clothing from family or friends who have babies.

SERVICES AVAILABLE: Prior to the initiation of the simulation, a memorandum to the faculty and staff is issued to explain the goals, objectives, and procedures of the project. Their cooperation is requested because "babies" go to all classes for three days. They are also asked to report any child abuse cases that they see occurring. They have been overly cooperative and truly take an interest in the project. It gives good public relations exposure to the department and vocational education.

FOR MORE INFORMATION CONTACT:

Mrs. Belva Barrick
Home Economics Department Chairperson
Deer Valley High School
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Glendale, AZ 85308
(602) 864-2709 or 995-7475

NOMINATION ABSTRACT

PROGRAM TITLE: Career Child Care

TARGET AUDIENCE: High School Students (grades 10-12)

DESCRIPTION & PROGRAM: Career Child Care is designed for students interested in careers related to early childhood care. Emphasis is placed on early childhood development concepts while providing a healthy, safe and stimulating environment for children in a group setting. There is both a classroom setting and a lab environment with 3-4 year old pre-school children in the lab as they reach competencies in their training. Training is competency based and follows the CDA curriculum. The lab is run with the cooperation of the district community education department who hires the teacher and publicizes the pre-school.

EVIDENCE OF EFFECTIVENESS: The program is past infancy and into the toddler age. Registration has been small but is growing steadily. Day care centers in the area are anxious to hire employees from this program and have been very supportive of training efforts thus far.

IMPLEMENTATION REQUIREMENTS: To implement a program of this sort, a person (or group of people) should conduct a survey to determine need and employment possibilities in the immediate area. Then, establish an advisory committee to help decide what should be taught. Next, locate facilities (you must have the physical area to set up the pre-school activities plus class space). Finally, find a teacher with dedication, heart, and love of the subject.

FINANCIAL REQUIREMENTS: First, there must be money for the high school teacher, a full-time aide and a pre-school teacher. Second, a building and/or space for class and pre-school along with assorted large and small equipment. This program is set up so it could be licensed by the state of Arizona as a qualified day care establishment. This step is essential if trying to provide the ideal model for the high school student.

SERVICES AVAILABLE: There are semester long pre-school sessions for three and four year olds in a safe, healthy and stimulating environment. And high school students learn how to operate and care work with the pre-schooler and his world.

FOR MORE INFORMATION CONTACT:

Alma Post, Teacher
260 S. Center
Mesa, AZ 85202
(602) 898-6125

NOMINATION ABSTRACT

PROGRAM TITLE: Parent Education

TARGET AUDIENCE: Parents and nonparents who are interested in gaining insight into child development and parenting skills.

DESCRIPTION & PROGRAM: Participation/lecture/discussion classes are available for parents and their children, ages 4 months to 5 years. Lecture/discussion/parenting classes are available for parents and nonparents who have children older than age 5, who have a handicap, who are adopted, or who are foster children; these classes are also available to parents with abuse problems and those interested in special topics such as "the single parent", "divorce", and "step parenting".

EVIDENCE OF EFFECTIVENESS: Students/parents give very positive feedback on how parenting skills have been affected by parent education class experience. Recently when parent education was questioned a stop priority in the California community college system, the outcry from students/parents resulted in retaining Parent Education as a high priority in the State of California.

IMPLEMENTATION REQUIREMENTS: Nursery school setting; Parent education instructor for participation/lecture/discussion classes; and Classroom facility and parent education instructor for lecture/discussion classes.

FINANCIAL REQUIREMENTS: Minimum cost if an existing nursery school facility is used approximately $2,000 - $3,000, to set up a school environment in a park, church, or agency facility in the community. Teacher salary and classroom space rental for lecture/discussion classes.

SERVICES AVAILABLE: Preschool experience; parent education; referrals to community agencies.

FOR ADDITIONAL INFORMATION CONTACT:

Carrie P. Reach, Assistant Director
Child Development, Parent Education
Long Beach City College
4901 East Carson Street
Long Beach, CA 90808
(213) 420-4251

NOMINATION ABSTRACT

PROGRAM TITLE: Curriculum for Parenthood Education

TARGET AUDIENCE: Secondary school level; can be adaptd for intermediate and postsecondary levels.

DESCRIPTION & PROGRAM: Parenthood education should become a component of the essential living skills provided to young people, who will become the parents of the next generation. The curriculum is organized into eight sections which can be used in various combinations. The eight sections are: Maximizing Individual Potential, Parenting Responsibilities, Family Composition/Living Styles, Family as a Unit and How It Works, Development Stages/Parenting Skills, Family Challenges or Turning Points, Parenting Your Own Parents/Aging, and Community Resources Available to Help Individuals and Families.

EVIDENCE OF EFFECTIVENESS: The total parenthood education curriculum was field tested at the seven model school sites and fifty additional schools volunteered to field test sections of the curriculum. The final draft incorporates the information gained through field testing. Program effectiveness was documented by the field test activities.

The total curriculum has not be disseminated statewide due to a delay in completing publication of the second document, Instructional Patterns for Parenthood Education. However, many California secondary schools are using portions of the instructional patterns which we distributed at the 20 inservices workshops offered when the curriculum project was completed in 1983.

IMPLEMENTATION REQUIREMENTS: The curriculum project has been developed with the intent that materials can be used without unusual support costs or implementation plans by the local education agency. The Parenthood Education Curriculum Project requires a qualified Consumer Homemaking Education teacher, support of local administrators, and the district Vocational Home Economics Advisory Committee.

FINANCIAL REQUIREMENTS: Typical support costs for a class enrollment of 24 students and one instructor are the normal expenses. The cost for one set of the two curriculum publications would be under $20.00.

If a child development lab/nursery school experience is included in the parenthood education program, additional expenses would be incurred based on how elaborate the facilities for the nursery school are and the duration of the experience with young children. This additional cost would be a local decision and could be minimal.

SERVICES AVAILABLE: No services are available outside California at this time. The seven model schools are available to visit and there are trained workshop presentors in California.

FOR ADDITIONAL INFORMATION CONTACT: Patricia D. Campbell
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Room 4064
Oakland, CA 94607
(415) 464-0955

NOMINATION ABSTRACT

PROGRAM TITLE: Teen Renaissance Program

TARGET AUDIENCE: Pregnant Teenagers and Teenage Parents

DESCRIPTION OF PROGRAM: The Teen Renaissance Program is an optional vocational education program for any pregnant teenager or teenage parent enrolled in School District 27-J. The program is designed to provide a supportive environment to allow the student to remain in the high school mainstream to complete his/her education and at the same time, help the student develop skills to assume his/her dual role as a parent, family member and wage earner in our society. Students who participate in the program enroll in two special Teen Renaissance classes and take other courses either through the regular high school or the alternative school. These special classes meet the student's Practical-Vocational requirements for graduation. One very special and unique feature of the program is the Infant Center which provides child care during the school day at no charge for program participants and serves as the setting for the Parenting Lab class. In addition, a variety of support services within the school district and those offered by community agencies are closely coordinated to avoid duplication and still provide a total education, health, social and emotional support program.

EVIDENCE OF EFFECTIVENESS: Since its beginning in 1977, over 150 students have participated in the program. During the 1982-84 school year 47% of those enrolled in the program either received a high school diploma, GED certificate, or re-enrolled in the program for the 1983-84 school year. (Compared to the national statistics where over 80% of pregnant girls never complete their education.) Of the students who successfully completed the program the past three years, 55% have pursued college or vocational training programs. Currently less than 7% of program completers are receiving any type of welfare assistance. Pre- and post self esteem inventories administered to program participants indicate a significant increase of self-esteem for those who take advantage of the program's opportunities. A formal Evaluation-Follow-Up Survey has been developed and is being used to gather data on all former program participants. Our goal is to compare the long term effects between those who enrolled in the program, but dropped and those who successfully completed the program.

IMPLEMENTATION REQUIREMENTS: Implementation of a total program similar to the Teen Renaissance Program (classes, Infant Center, Parenting Lab and support services) would require administrative support and commitment. Personnel would include a vocationally credentialed Home Economics teacher who is concerned and knowledgeable about the needs of the pregnant girl and teenage parent, a vocationally credentialed parenting educator who has practical experience in rearing children and a licensed child care director. Support from the school counselors, nurses, and other student services personnel is essential. An advisory committee consisting of local physicians, social workers, health care providers and community members concerned about teenage pregnancy should be formed in the early stages of program development. Community agencies must be supportive and willing to coordinate their services with those offered by the school. Space needs to be secured; one or two classrooms plus suitable space for the location of an infant center. Basically a program could be implemented utilizing existing staff and facilities, and by securing small amounts of outside or district monies to equip and staff the Infant Center/Parenting Lab. Begin

small, grow, add-on, and expand as the need arises. The Teen Renaissance Program began as a pilot educational program for pregnant girls as part of the optional education program, with one class in Home Economics. The next year the program became part of the Vocational Home Economics Department and charged with addressing the needs of the teenage parent. At that time $3,000 was secured through a special Home Economics Exemplary Program Grant to establish an on-campus infant nursery-parenting lab center (housed in the former nurse's office) and hire an Infant Nursery Director for one semester. The next three years the program was funded through a variety of federal, state and local grants which allowed us to equip the nursery to meet licensing standards, move it to rented space off campus and hire a full time Parenting Educator/Infant Nursery Director and half-time aide. Classes continue to meet in the Home Economics area and the teacher/coordinator of the program is a Vocationally credentialed Consumer and Homemaking instructor. One-sixth of this individual's time is designated to the Teen Renaissance Program. One full-time staff member serves as the Parenting Educator/Infant Center Director. Monies for teaching materials and supplies are provided by the school district and vocational funds. Administrative support was present at the inception of the program and is essential for program continuation and improvement.

FINANCIAL REQUIREMENTS: One outstanding feature of this program is its cost effectiveness. No additional staff members must be hired to teach academic classes nor is additional space needed for completion of the regular high school or alternative school curriculum. The total cost of the program for the 1982-83 school year was $32,724. This includes all expenses for staff, the Infant Center, equipment, supplies and educational materials. The cost per student was $1,091.

SERVICES AVAILABLE: In addition to the three special classes offered as required components of the program, the following services are an integral part of the program; homebound instruction for six weeks following the birth of the baby; weekly group counselling sessions; individual counselling for participants and family members as appropriate; assistance in seeking services from local health and social services and private agencies; opportunities for career exploration and job seeking assistance; child care during the school day and lots of support and individual attention from a dedicated and caring Teen Renaissance staff.

FOR MORE INFORMATION CONTACT:

Sue F. Dolezal
Program Coordinator
270 South 8th Avenue
Comprehensive Learning Center
Brighton, CO 80601
(303) 659-4830 ext. 244

NOMINATION ABSTRACT

PROGRAM TITLE: Child Care

TARGET AUDIENCE: Postsecondary Students

DESCRIPTION & PROGRAM: Child Care Awareness, a nine month certificate, designed to train aides and group leaders. Child Care and Management, an A.A.S. degree, designed to prepare people to be child care directors. Child Development Associate, a one to two year program that prepares people to apply for the national credential, Child Development Associate.

EVIDENCE OF EFFECTIVENESS: Students are able to effectively fulfill the role of early childhood educators in centers, preschools and day care homes, and to continue their study at four-year institutions.

IMPLEMENTATION REQUIREMENTS: A fully functioning model child care center; and two vocationally credentialed instructors.

FINANCIAL REQUIREMENTS: Children's tuition significantly reduces the cost of operating the lab school. The college collects full-time equivalency money from the state from the college student's attendance; college students also pay tuition.

SERVICES AVAILABLE: Teacher training; and Child Care for the community.

FOR ADDITIONAL INFORMATION CONTACT: Sandra Lee Chapin, Program Coordiantor
Northeastern Junior College
100 College Drive
Sterling, CO 80751
(303) 522-1624

Lori Goodwin, Supervisor
(Same address)

NOMINATION ABSTRACT

PROGRAM TITLE: Parenthood/Child Development Education in the Public High School

TARGET AUDIENCE: Urban high school students

DESCRIPTION & PROGRAM: Child Development and Occupational Child care programs enable students to develop effective parenting skills, to prepare for careers with young chidlren, and to work with the handicapped.

EVIDENCE OF EFFECTIVENESS: The ability of students and graduates to demonstrate effective child care skills is evaluated by Child Development teachers, by collaborating teachers, by employers, and by graduates.

IMPLEMENTATION REQUIREMENTS: Professional staff, paraprofessional support, space and equipment for care of infants and nursery school children, transportation to outreach programs, and collaborative agreements with preschool and special education programs.

FINANCIAL REQUIREMENTS: Current operating expenses: Child Development; $25,400; Occupational Child Care: $16,100.

SERVICES AVAILABLE: Classroom instruction, practical experience in the high school infant care center and nursery school, and field site experience in community preschool programs and programs for the handicapped.

FOR ADDITIONAL INFORMATION CONTACT: Mrs. Ruth Wodock, Chairperson
Home Economics Department
Danbury Public Schools
Beaver Brook Center
63 Beaver Brook Road
Danbury, CT 06810

NOMINATION ABSTRACT

PROGRAM TITLE: Roger Ludlowe Child Care & Guidance Laboratory Pre-school

TARGET AUDIENCE: High school boys and girls in their junior and senior year with a pre-requisite of Child Development 30.

DESCRIPTION & PROGRAM: Students plan the curriculum, carry out all instructional activities and prepare materials needed to operate an in-school nursery program. In addition to a practical experience, a class period is devoted to an in-depth study of child development and parenting. Emphasis will be placed on comparison of different nursery school models which provide meaningful program for young children. One unit of study is child and/or elementary children with an additional laboratory experience taking place at local community pre-school and elementary schools.

EVIDENCE OF EFFECTIVENESS: Fifty percent of the 1982-83 class continued their post high school education in Early Childhood or Elementary Education. Twenty percent obtained immediate employment in a nursery school or day care enter and, of the three underclassmen, one will be entering college in the fall of 1984 to study Early Childhood Education. Pre-school students: Eight percent of the 1982-83 three year old class re-enrolled in the pre-school for 1983-1984. Of the three who did not, one moved and two were accepted in a town-sponsored five day a week pre-kindgergarten. For the 1984-85 class, twelve requests were made and enrolled before October 1, 1983, and an additional 28 are on the waiting list. Four of the children enrolled are siblings of previous students.

IMPLEMENTATION REQUIREMENTS: 1) Program goals and objectives; 2) Administration financial approval and support; 3) Laboratory facilities that meet standards for a safe and effective program; 4) Preparation of secondary students and laboratory set up; 5) Implementation of program; and 6) Evaluation of program.

FINANCIAL REQUIREMENTS: Salary for a teacher and teacher's aide. Our annual salary for a three hour, four day week, thirty weeks a year is $3,000. Supplies require $100 a month for snack food, arts, crafts and miscellaneous items. Equipment budget is approximately $600 for new or replacement. Initial equipment was provided by school or donated by parents and friends.

SERVICES AVAILABLE: In additional to a pre-school experience, the children are given weight and height charting, hearing and vision screening, psychological testing when necessary, speech therapy recommendation and health facility care. An in-depth fire safety program is presented to both children and their parents. Parent conferences are held twice a year to discuss progress and student observation reports.

FOR ADDITIONAL INFORMATION CONTACT: Rachel Bird
Roger Ludlowe High School
785 Unquowa Road
Fairfield, CT 06430

NOMINATION ABSTRACT

PROGRAM TITLE: Optimum Growth Project

TARGET AUDIENCE: At-risk families of children 0-6

DESCRIPTION & PROGRAM: This is a community-based, research-demonstration, prevention program seeking to promote mental health among its target families through teaching positive parenting skills and assisting families to meet their basic needs thereby enabling them to create the kind of environment in which a healthy child can grow. Presently some 200 families are receiving services using this program model.

EVIDENCE OF EFFECTIVENESS: Group comparisons suggest participants to have children scoring higher on development indices, less frequency of removal of children resultant from child abuse/neglect, fewer recurrent births within 18 months of target child's birth and possibly greater success in kindergarten.

IMPLEMENTATION REQUIREMENTS: This would depend upon the characteristics of the sponsoring site and the resources available for support.

FINANCIAL REQUIREMENTS: No charge for services; majority of participants are low income.

SERVICES AVAILABLE: Parenting and child development information, infant stimulation, child assessments, therapeutic play groups, general counseling, assistance in accessing broad range of community services, general family support, transportation and translation; most often provided in the home and natural environment.

FOR ADDITIONAL INFORMATION CONTACT: Grace Caruso, Program Director
Brain McCarey, Program Supervisor
Ben Toole, Center Executive Director
South County Mental Health Center
16155 So. Military Trail
Delray Beach, FL 33445
(305) 737-8400

NOMINATION ABSTRACT

PROGRAM TITLE: "Reading Aloud"

TARGET AUDIENCE: Books are for sharing, treasuring, exploring, imagining, growing, and sowing seeds for the future.

DESCRIPTION & PROGRAM: High school students enrolled in Child Development, Human Development, Family Living, or Parenthood classes. "Reading Aloud" presents activities to: 1) emphasize the emotional, social, and intellectural value of reading aloud to children; 2) point out how the reader benefits from reading aloud to young children; and 3) select books appropriate to preschooler's age, interests, activities, and needs.

EVIDENCE OF EFFECTIVENESS: "Reading Aloud"'s effectiveness is evidence by: 1) student's enthusiastic participation in all activities; 2) student's own "reading aloud" experience beyond the classroom; 3) continued high enrollment in child development classes; and 4) positive feedback from the community (parents, librarians, nursery school children and teachers).

IMPLEMENTATION REQUIREMENTS: "Reading Aloud" is easily implemented in the Home Economics curriculum by classroom teachers by duplicating and distributing student resource sheets; contacting storytellers and librarians; collecting children's books from libraries, bookstores, or families; and arranging for a field trip to the children's room of the public library or to a near-by elementary school library.

FINANCIAL REQUIREMENTS: "Reading Aloud" is financed with regular vocational home economics funding through the state department of education's full time equivalent student (FTE) funds. "Reading Aloud" requires no special funding.

SERVICES AVAILABLE: As participants in the "Reading Aloud" activities, the students provide a storytelling hour to libraries and day care centers. "Reading Aloud" is also presented to Parent Teacher Associations, Childbirth and Parenting Associations, and other commuity organizations as a method to make parents aware of their responsibility to read aloud to their child to assist in reading readiness.

FOR ADDITIONAL INFORMATION CONTACT:

Mrs. Susan Graham
Home Economics Instructor
St. Augustine High School
North Varella Avenue
St. Augustine, FL 32084
(904) 829-3471

NOMINATION ABSTRACT

PROGRAM TITLE: Nutrition and Parenting Program

TARGET AUDIENCE: School age parents and expectant students

DESCRIPTION & PROGRAM: The program is designed to assist school age parents and expectant students with problems brought on by unplanned and premature parenthood. Classroom small group instruction is provided which emphasizes nutrition, consumerism, child care, health, and coping skills. Students are referred to the program by principals, counselors, parents, self, and others. The students and their parents are provided assistance in determining needs, setting priorities, and in identifying and utilizing appropriate school and community resources and programs.

EVIDENCE OF EFFECTIVENESS: Of the 1,500 plus students who have been served, more than 85 percent have remained in school, and multiple or second pregnancies have occured in less than 15 cases.

IMPLEMENTATION REQUIREMENTS: School Board approval, administrative support and commitment, and a demonstrated need.

FINANCIAL REQUIREMENTS: Salary and travel expenses for project director, materials, and printing fees (varies with size of population).

SERVICES AVAILABLE: Instruction, individual and group counseling, home visits, referral to appropriate agencies, and liaison with cooperating organizations and agencies.

FOR ADDITIONAL INFORMATION CONTACT: Mr. Irma Works, Coordinator
Nutrition and Parenting Program
Carver High School
3100 Eighth Avenue
Columbus, GA 31906
(404) 324-7263

NOMINATION ABSTRACT

PROGRAM TITLE: Project T.A.P.S. (Teen-Age Parenting Skills)

TARGET AUDIENCE: Teenagers between ages 14-20 who have children or who are pregnant.

DESCRIPTION & PROGRAM: The program provides parenting education classes, a quality day care facility, a work experience option in the field of child care and an atmosphere of positive interaction between teenage parents and other staff and students. It is part of the curriculum at the alternative high school that meets the needs of teenagers with special needs.

EVIDENCE OF EFFECTIVENESS: The effectiveness of the program can be shown by the positive reactions from our students, the increase student/children served (9 the first year and 23 in the program's third year), by the school district's willingness to increase staff from one half-time aide the first year of the program to two and a half full time aides during the current year, and by a positive program evaluation.

IMPLEMENTATION REQUIREMENTS: To start a program similar to this one, a vacant classroom for the day care, an aide and a teacher with the willingness to coordinate the day care with the child development/parenting classes would be necessary.

FINANCIAL REQUIREMENTS:

One full time aide @ $4.60 per hour	$5796.00
Equipment	2500.00
Consumables	500.00
Total	8796.00

Note: Classroom space in school and the teacher's salary can be part of the current school expenditures.

SERVICES AVAILABLE: 1) Day Care for children of the students; 2) Work experience site; 3) Observation laboratory for parenting classes; 4) Child Development/parenting class with field trips and speakers from the local community (eg. hospital, Idaho Panhandle Health Dept., Adoptions in Idaho, etc,); and 5) High School classes for parents to earn credits toward graduation.

FOR ADDITIONAL INFORMATION CONTACT:

Donna Schwandt
Project CDA, School District #271
311 N. 10th Street
Coeur d'Alene, Idaho 83814
(208) 765-3614

NOMINATION ABSTRACT

PROGRAM TITLE: Children and Parenting

TARGET AUDIENCE: High School Students - Grades 9-12, Trade Schools, Junior Colleges, Adult Education Classes.

DESCRIPTION & PROGRAM: The Children and Parenting Program is designed to teach the skills, knowledge, and responsibility involved in individual and family parenting roles and in careers involving children. The program presents many opportunities for the student to observe, study and experience the growth and joys of children and parenting.

EVIDENCE OF EFFECTIVENESS: The enrollment is full for the classroom size each semester the class is offered. Positive and encouraging feedback from students, parents, and community and school personnel to continue the children and parenting program.

IMPLEMENTATION REQUIREMENTS: Classroom with blackboard and bulletin board. Textbook suitable for level of students. Resource speakers, field trips, advisory committee, activity projects, films, filmstrips, etc. Planned by teacher of program.

FINANCIAL REQUIREMENTS: Money for bulletin board supplies, textbooks, and video materials if desired. Less than $200 to start a new program.

SERVICES AVAILABLE: Classroom members will use skills and knowledge for after school child care services and career placement.

FOR ADDITIONAL INFORMATION CONTACT:

Lydia Beehler
Home Economics Department
Angola High School
317 S. Wayne
Angola, IN 46703
(219) 665-2186

NOMINATION ABSTRACT

PROGRAM TITLE: Child Care with Playschool Experience

TARGET AUDIENCE: Pre-school children of the local community, ages three, four, and five years.

DESCRIPTION & PROGRAM: The program is a laboratory situation within a high school class. It is directed and supervised by a high school home economics teacher and it runs three days per week for approximately 10-12 weeks within an 18-week semester. Th daily schedule is approximately two-three hours in length. The primary purpose is to enable the students to apply learned principles by working with young children.

EVIDENCE OF EFFECTIVENESS: The program's effectiveness is shown by the high level of interest shown by high school students who elect to enroll in the program; also by full capacity enrollment of pre-schoolers. Students, teachers, parents and administrators evaluate the program periodically. The program is supported fully by those mentioned above, also by the community, faculty, and local and state vocational representatives. It has existed for eight and a half years.

IMPLEMENTATION REQUIREMENTS: The program can be implemented by any secondary home economics department (or other similar institution) with an available room, toilet facilities, some storage space, and a few major pieces of equipment for young children. Pre-schoolers whose parents can transport them to and from the playschool and one to three sections of secondary students enrolled in the course are needed. One faculty member to supervise with a degree in vocational home economics education is necessary.

FINANCIAL REQUIREMENTS: The program is minimal; an initial budget of approximately $1,500-$2,000 could easily begin the playschool. A small portion of the annual department budget could be used for maintaining the program; however, student fees of approximately $2.00 per semester and pre-schooler's registration fees of approximately $8.00 per semester are ample for small equipment and supplies.

SERVICES AVAILABLE: Services of the program are three-fold: 1) Secondary students gain laboratory experience; 2) pre-schoolers have an educational/social experience; and 3) a service is provided to community residents.

FOR ADDITIONAL INFORMATION CONTACT:

Jane Huffman
Head of Home Economics Department
Jay County High School
R.R. #2
Portland, IN 47371
(219) 726-9306

Lisa Lyons, Instructor
(Same address)

Sam Shoemaker, Assistant Principal
(Same address)

James Elbert, Principal
(Same address)

NOMINATION ABSTRACT

PROGRAM TITLE: Parent Growth Program

TARGET AUDIENCE: Low-income parents of preschool children with a high potential for child abuse and neglect.

DESCRIPTION & PROGRAM: The Parent Growth Program sponsored by a local public school, provides vocational home economics parenthood education. The goal is to reduce the potential for child abuse and neglect in high risk families. Group and individual instruction is provided in the areas of parenting, consumer home-making, and family relationships.

EVIDENCE OF EFFECTIVENESS: Student growth is measured by objective written tests and observations of knowledge gained. The majority of students show an improvement in their test scores. The program has been in operation for six years and the number of families referred and served has increased each year. Subjective reports from the participants and the referring persons indicate that transference of information occurs from the classroom to the home. It was possible to generate financial support from the community to continue the classes when the critical funding was withdrawn by the local school district.

FINANCIAL REQUIREMENTS: Financial requirements will vary according to program size and community donations. Monies may be needed for teaching staff, facilities, supplies, child care, and transportation.

SERVICES AVAILABLE: Classroom sessions two days per week for nine week periods from 9:00 am to 2:00 pm, home visitation, transportation to and from class site, and child care for preschool and infant children of registered students while the parent is attending class.

FOR ADDITIONAL INFORMATION CONTACT: Parent Growth Program
2430 East University
Des Moines, IA 50317
(515) 266-6742

NOMINATION ABSTRACT

PROGRAM TITLE: "Yours - Mine - Ours: Stepparent Families."

TARGET AUDIENCE: Adults in already existing stepparent relationship and adults intending to enter stepparent relationship and their children (ages 8-18).

DESCRIPTION & PROGRAM: This project will identify stepparent families living in Area V of the state of Iowa. Through feedback from potential clients, advisory committee, human service agencies, school professionals and church advisors, specific problems encountered by stepparent families will be identified. Action labs will provide problem solving approaches to stated of participants.

EVIDENCE OF EFFECTIVENESS: All adults will be asked to participate in the pre- and post assessments utilized to measure change in parental attitude and behavior. Also, participants will be asked to subjectively evaluate the effectiveness of this program in resolving personal concerns and problems affecting their family.

IMPLEMENTATION REQUIREMENTS: This project can be sponsored by a college, human service agency, public or private school, church, synagogue or volunteer organization.

A project coordinator from one of the above systems may act as adult or youth group facilitator or recruit these people from the professional community.

An advisory board of interested professional and potential clients can be recruited from the education and human service agencies, the ministry, and concerned citizens groups.

Any community can adjust the project's goals, objectives, and strategies to meet specific community needs, resources, and limitations.

FINANCIAL REQUIREMENTS: Financial requirements include all those items listed on the proposed budget.

SERVICE AVAILABLE: Identification of stepparent families; identification of problems in stepparent families; group action labs to learn problem solving processes; evaluation of program effectiveness; and information and referral to community social, education and medical resources. Assistance with establishing on-going support group.

FOR ADDITIONAL INFORMATION CONTACT: Jeanne Mills

Patricia Pumputis
Iowa Central Community College
330 Avenue M
Fort Dodge, IA 50501
(515) 573-3991
(515) 576-7201

NOMINATION ABSTRACT

PROGRAM TITLE: Toys - Your Child and You

TARGET AUDIENCE: Parent of children birth to three years of age.

DESCRIPTION & PROGRAM: Locally a continued effort was needed in the estblishment and promotion of parenting education which would encourage a wider participation. For although it was recognized the parenting may be the one job we enter into with little training, it is also the area for which it is difficult to get individuals to attend. One possible reason may be a concern that the attendance at a parenting program will imply an incompetency. In an attempt to establish a "unique" program FAAT became aware of a parenting program developed by Extension which promotes parent-child communication through the use of educational toys.

Although this program sounded excellent it was determined to not be a feasible resource in meeting the goal of this group. Only one set of materials are available for a nine county which implied limited availability. The possibility of using this "program" if the FAAT team purchased a set of needed supplies was looked into. This request was denied by ISU as they would allow only extension personnel who have attended specific training sessions on the program to present the lesson.

As the Primary Prevention Committees still supported the ideas of a parenting program centered around the toy library, yet did not wish to duplicate efforts of Extension, it redirected its emphasis in relation to age. The Extension program is directed at three to five year olds. This leaves parents of the birth to three year old age group unserved.

A closer look at this subject resulted in the zero to three years of age indeed being a priority group which the committee saw as a need to serve. First of all, statistics from STAT verify that the highest incidence of child abuse and neglect cases reported and investigated are in the birth to two year old group. (From July to December, 1981, the number of cases reported and investigated in Iowa by age are: less than one year - 1,717; age one to two - 895; age two to three - 1,023; age three to four - 883; age four to five - 810; age five to six - 720.) The importance of these early years is also supported in the book How to Raise a Brighter Child by Joan Beck, "Each Child Developes Half His Total Intellectual Capacity By The age of four.... the widely-accepted idea that a preschooler's only occupation should be 'play' and the attitudes that play is the direct opposite of learning have also tended to deprive youngsters of desirable mental stimulation... it is now clear that there are no practical alternatives to involving parents in providing the kind of home life and stimulating experience that encourage a child's mind to grow."

Recognizing the impact that the early years have on a child's later development and success in life and also the pressures that the addition of this infant can have on a family, the O'Brien County Community Council initiated a parenting program for parents of children birth to three years of age. This provided activities which result in positive interaction between

parent and child. The concept on which this program is based is that of a toy library.

Actual Program Description

The goal of the program was to offer five one-hour sessions to parents of children birth to three. Each session began with approximately a ten to fifteen minute presentation of a general developmental concept and appropriate activities which can be conducted with the child to support this type of development. The parents then spent ten to fifteen minutes working with the child on the activity or toy of the week under the supervision of the instructor. These activities/toys were checked out for one week to be used at home and brought back to the next session.

Prior to the actual offering of the classes there was a research and development stage. First, several areas were selected (gross motor skills, fine motor, sensory motor, language skills, creativity.) Within each of these areas a variety of activities were identified which can promote development of these areas at the various stages from birth to three. These were developed into an instruction sheet which could be used to guide the session. Several activities or toys were selected which provide an example and actual practice in the developmental area. Handouts were also developed to accompany the toys. A single copy of the developed materials is enclosed.

EVIDENCE OF EFFECTIVENESS: This program has received a very positive reaction from the local group which initiated the project, as well as the State Technical Assistance and Training Team which funded the purchase of the toys. The local group was interested in the variety of people that took part in the programs. Classes tended to be small, five to seven parents and children. Participants have included a foster mother of a handicapped child, a mother of a three year old who had a stroke and needed encouragement to use her arm through play, a mother of a child who was a total loner, and concerned parents in general.

In a rural county where the year prior to the project not a single parenting class had been successful in running, we find that as of next month the fourth session of Toys- Your Child and You will have been offered.

Material from this project has been shared with three other areas, two within Iowa and one from Illinois. In one case we know there was a definite interest in duplicating our project and that through a women's civic group a commitment had already been attained for the purchase of toys.

IMPLEMENTATION REQUIREMENTS: There needs to be access to toys. (The exact number and type can vary.) An instructor with a background in early childhood needs to be available to faciliate the one hour sessions.

FINANCIAL REQUIREMENTS: This particular program had a financial expenditure of approximately $700.00 for development and $900.00 expenditure for toys,

with instructor cost at $12.00 per hour.

Financial Requirements for others wishing to duplicate project would vary dependent upon several factors. Instructor cost would depend upon salary rate of institution and cost of toys could vary depending upon the number of toys purchased for any given developmental area. This program could accept seven children within each of the three age sections at any one time, which resulted in a maximum of twenty-one children and parents being served at any one time.

SERVICES AVAILABLE: Toys - Your Child and You resulted in the offering of parenting classes in a non-threatening situation.

It provided low income individuals a varied source of toys at a very critical part in their child's development.

The original class provided for day care of other children, however, we found this unnecessary.

When classes are not in session this project lends its toys to the local library so that an actual toy library is in existence in several of our communities.

FOR ADDITIONAL INFORMATION CONTACT: Katny Brock
Northwest Iowa Technical College
Highway 18 West
Sheldon, IA 51201
(712) 324-2587

NOMINATION ABSTRACT

PROGRAM TITLE: PEP-C (Preparation for Educating Preschool Children)

TARGET AUDIENCE: High School students enrolled in Child Development/Parenthood at Natchitoches Central High School.

DESCRIPTION & PROGRAM: The Home Economics Department of Natchitoches Central High School in Natchitoches, Louisiana sponsors PEP-C (Preparation for Educating Preschool Children). This unique child care program began the fall semester of 1979. PEP-C involves preschool children ranging from three to five years of age in a healthy atmosphere which will provide for the child's early development and learning. PEP-C was established at Natchitoches Central High School and is administered by qualified personnel. The PEP-C Center operates solely to serve as a laboratory setting for the Child Development-Wage Earning course. It is designed to train Child Care Aides. The PEP-C Center is a vital part of the Child Development Course through the provision of direct involvement between high school students and preschool children.

EVIDENCE OF EFFECTIVENESS: Enrollment has increased from 25 in 1979 to 50 Child Development students and 29 Parenthood students. Numerous PEP-C students who have graduated have and are pursuing a college career in Early Childhood Education or related fields. Many have become employed by day care centers and one opened her own private nursery. There is an extensive list of preschool children waiting to be accepted into the program. There has been approximately 98 percent completing of all child development students enrolled.

IMPLEMENTATION REQUIREMENTS: Students enrolled in Child Development (one credit) must also schedule one hour a day of work in the preschool (one credit). Before being allowed to work with the children, students must meet physical examination requirements. One full time preschool teacher and one child development teacher are necessary.

FINANCIAL REQUIREMENTS: Twenty preschool children must participate with each paying $30.00 per week. Each child also brings $10.00 in September for additional supply money. This pays the preschool teacher's salary, children's lunches (50 cents each), snacks, telephone and supplies.

FOR ADDITIONAL INFORMATION CONTACT: Mrs. Norma Melder
200 Highway, 3110 South Bypass
Natchitoches, LA 71457

Mrs. Barbara Laborde
(same address)
(318) 352-7016

NOMINATION ABSTRACT

PROGRAM TITLE: Infant Videotape

TARGET AUDIENCE: High School Parenting classes

DESCRIPTION & PROGRAM: The program is a videotape and curriculum to teach Parenting classes. Part I feataures two sets of infants interacting. The concept of engagement and disengagement in introduced. Part II show five parent/infact dyads during feeding. The viewers watch the tapes while noting the interactive process. Part III showes eight parent/infant pairs during teaching tasks. The concept of the teaching loop is introduced. Part IV shows the sequential development of eight infants during the first 12 months. Part V is a home interview. Participants are given checklists and have a chance to use their observational skills.

EVIDENCE OF EFFECTIVENESS: The program was developed in the fall of 1983. It has been field tested at two high schools, Bucksport and Messalonskee (Oakland, ME). It will be tested at Hampden High School this March. The program directors have been invited to do workshops at conference after the program has been shown. (Maine Council on Child Abuse Conference in May, MHETA in September)

IMPLEMENTATION REQUIREMENTS:

SERVICES AVAILABLE:

FINANCIAL REQUIREMENTS: The film needs to be reedited and polished. The project directors would like to tape more fathers interacting with infants, expand the training with users of the tape. After this is done the project can stand on its own. Present plans call for the videotape to be stored and mailed out from the Maine Home Economics Resource Center.

FOR ADDITIONAL INFORMATION CONTACT:

Jeanne R. Bishop
Mount Desert Island High School
Mount Desert, ME 04660
(H) 207-288-5011
(W) 207-288-5411

NOMINATION ABSTRACT

PROGRAM TITLE: Parenthood Education As A Preventative Measure for Pregnancy Among Elementary/Middle and Secondary Level Females in Baltimore City

TARGET AUDIENCE: Total population includes the physically and mentally handicapped with special emphasis on the elementary level female.

DESCRIPTION & PROGRAM: Paquin offers the most comprehensive and dynamic prenatal and parenting programs for young adolescent mothers. A variety of methods and techniques are used to help each student reach her maximum level of achievement. The on-site infant-toddler parent center adds a special feature to the program with three distinct components. These are, (1) for the infant, the program promotes effective skill learning, as well as cognitive, social, and perceptual motor development. Parent/child interaction activities are also provided for infants (6 weeks) and pre-schoolers (up to age 6) so as to enhance the primacy of the mother/child link. A particularly distinctive feature of the program is that (2) for the young mother, the center exposes her to effective parenting techniques and adult coping skills which ultimately will enhance her chances for successful parenthood, and high school continuance and/or graduation. In addition (3), the practicum, resource and demonstration center for the young mother/mother-to-be, her family, outside agencies, and other concerned professionals. The emphasis placed on the involvement of fathers/fathers-to-be in the activities of the center constitutes another distinctive feature.

EVIDENCE OF EFFECTIVENESS: The effectiveness of Paquin's program can be evidenced from the following:

- High rate of return to home schools by the young mothers
- Low incidence of child abuse by young mothers
- Completion of high school requirements
- High rate of family referrals
- Provision of substantive parenting skills
- Low rate of repeat pregnancies among the young mothers

IMPLEMENTATION REQUIREMENTS: The program would require School Board approval for space, staff, materials, equipment, and participation of personnel from related city health and medical agencies.

FINANCIAL REQUIREMENTS: Source of revenue is provided through federal, state, and local funding.

SERVICES AVAILABLE: The Paquin School and Parenting Center serves as an:

- Observatory and Demonstration Center for new mothers
- Practical Training Experience for young mothers and mothers-to-be

FOR MORE INFORMATION CONTACT:

Dr. Rosetta Smith, Principal
2200 Sinclair Lane
Baltimore, MD 21213
(301) 396-9399

NOMINATION ABSTRACT

PROGRAM TITLE: Care and Guidance of Children

TARGET AUDIENCE: Secondary School Students, Grades 10-12, Preschoolers, ages 2-5

DESCRIPTION & PROGRAM: Instructional program provides preparation for employment related to child care services, centers, and young children; preschoolers participate in a program designed to meet the many needs of the young child during a period critical to development stages of growth, and the art of parenting is communicated through techniques and strategies involving the secondary students and parents of the preschoolers.

EVIDENCE OF EFFECTIVENESS: This is evident when secondary students, preschoolers and parents experience and demonstrate a change in behavior after having been exposed to the program. Further, when the secondary students are employed and excell because of training in the program and when the preschooler's parents exclaim over the positive behavioral changes in their children.

IMPLEMENTATION REQUIREMENTS: Program is competency based, and student enrolled must meet all criteria as prescribed by the program objectives. Students (secondary) are task oriented and are issued student competency sheets that serve as study guides and identify units of instruction, performance objectives to be achieved, and related learning activities.

FINANCIAL REQUIREMENTS: $2000 needed for supplies and equipment.

SERVICES AVAILABLE: Program Development: Child Care Services; Child Development; Parenting, and Employee Development Skills.

FOR ADDITIONAL INFORMATION CONTACT:

Mrs. Janet Williams, Dean of Instruction
Westside Skill Center
4501 Edmondson Avenue
Baltimore, MD 21229
(301) 624-5300

Mrs. Gloria Burkett, Cluster Coordinator
Westside Skill Center
4501 Edmondson Avenue
Baltimore, MD 21229

Mrs. Kathleen Bratchet, Teacher
Child Care Services
Westside Skill Center
4501 Edmondson Avenue
Baltimore, MD 21229

NOMINATION ABSTRACT

PROGRAM TITLE: Parenting Course

TARGET AUDIENCE: Adolescent Mothers and Fathers

DESCRIPTION & PROGRAM: The objective of this course is to increase co: school-age parents' understanding of the physical and psycho-social deve: ment of their children and their needs for good health and nutrition, while building/enhancing these parents' self esteem and helping them to assess their own career goals. This course, which is independent of regular school day classes, will explore the needs of children, the art of parenting, provide for the vocational assessment process, allow for individual attention of personal problems. This will be done by using specially chosen printed material, class discussion, films, videotapes and community resource persons.

EVIDENCE OF EFFECTIVENESS: -Pre and post test assessment
-Attendance (course is on a volunteer basis)

IMPLEMENTATION REQUIREMENTS: The student will be a parent; presently enrolled in school. The student will be required to sign a learning contract. Certificate of completion will be issued at the conclusion of the program.

FINANCIAL REQUIREMENTS: The cost of this program is underwritten by the Dorchester County Multi-Service Community Center. The Department of Social Services and the Dorchester County Health Department.

SERVICES AVAILABLE: Dorchester County Health Department
Dorchester County Department of Social Services
Multi-Service Community Center
Training and Employment Office

FOR ADDITIONAL INFORMATION CONTACT: Ardyth Coleman, Vocational Counselor
Route 4, Box 54
Cambridge, MD 21613
(301) 228-1093 or 228-9224

Gloria Cornish, Curriculum Supervisor
(same address

NOMINATION ABSTRACT

PROGRAM TITLE: Child Care

TARGET AUDIENCE: 10th, 11th, & 12th grade students enrolled in Talbot County High Schools

DESCRIPTION & PROGRAM: A one year exploratory course open to any 10th, 11th, or 12th grade student. Emphasis is placed upon acquiring skills needed to care for and guide the physical, intellectual, social and emotional needs of pre-school children as well as acquiring job seeking and employment skills. Parenting skills are intwined with care giving.

Theories of child development and planning activities for pre-schoolers are stressed in the classroom and reinforced in the laboratory, where students have the opportunity to observe and work directly with the children.

EVIDENCE OF EFFECTIVENESS: The Child Care Program has proven to serve a definite need in our area. We are able to serve pre-school children as well as to develop an awareness to our high school students of the importance of good adult supervision in our Child Day Center. The Child Care high school students study such current topics as parenting, child abuse, "latch key" children, child psychology, and other topics as related to child development.

IMPLEMENTATION REQUIREMENTS: The Child Care Program is implemented into our vocational program with a great deal of ease. We have no restrictions built into our program that will discourage high school students to enroll.

FINANCIAL REQUIREMENTS: The local board of education has made a financial commitment to the program. We depend mostly on local funding. No fees are charged to parents for our service. The parents and the school serve as mutual benefit to each other.

SERVICES AVAILABLE: The Child Care Program provides the following services to high school students as well as to the community: 1. The program serves as a forum to discuss many current topics as related to child development. 2. The parents of the pre-schoolers can observe their children at play in an environment other than a home environment.

FOR ADDITIONAL INFORMATION CONTACT: Mr. Rodney R. Adams, Principal
Talbot County Vocational Technical Center
Glenwood Avenue
Easton, Maryland 21601

NOMINATION ABSTRACT

PROGRAM TITLE: Frederick High School Pre-school Children's Library Center

TARGET AUDIENCE: Students in Parenting/Child Development Classes, Children in Nursery School, Parents of pre-schoolers, and Faculty, staff and public.

DESCRIPTION & PROGRAM: Through an innovative teaching award, we designed a children's library corner to be housed in the Frederick High School Media Center. The corner provides an environment and experience for the user to explore beyond basic child development learnings in the classroom. Both print and non-print materials on various phases of child development and parenting were selected and catalogued and made available for use. The two major goals of the program are to help pre-schoolers build a solid foundation for reading readiness and to stimulate a greater awareness of the importance of reading in child development students and parents of preschoolers.

EVIDENCE OF EFFECTIVENESS: Not only have our original objectives been achieved, but other uses have been made of the corner that were not anticipated but were very rewarding. Students have been motivated to make their own teaching materials, such as flannel board sets, dolls, and puppets. Faculty members have made use of the books and audio visuals for their own children, Sunday School classes and outside youth groups. Students not in the Child Development classes have borrowed materials to use with younger siblings. Teenage parents have felt comfortable in coming to find books on pre-natal and infant care. This idea and the enthusiasm that it has generated has also led to involvement with other disciplines such as: the art department students made posters, paper mache dolls and puppets, and social studies (contemporary issues) started a mini course on basic child care for young men. It has also cemented a positive relationship between the library media services and the home economics department.

IMPLEMENTATION REQUIREMENTS: A space is needed within the school with ease of accessibility. The obvious place is in the library setting. Time is needed to select the materials, order and catalogue them. Secretarial help is useful. Care should be given to consider the needs of the school and community during the selection process. Ethnic backgrounds and language requirements should be reflected in the materials.

FINANCIAL REQUIREMENTS: We began our project with an $800 grant. This has given us the seed money to initiate the project; however, because of the nature of the concept, this is an open-ended project.

SERVICES AVAILABLE: The center is open from 8:00 am to 3:30 pm during the school year. Anyone is encouraged to utilize any of our resources. One full-time professional librarian and one part-time (two days per week) are available in the media center to work with children and adults. Both librarians have had experience as elementary school librarians. This is only one of their responsibilities, however; they work with the entire school population.

FOR ADDITIONAL INFORMATION CONTACT: Mrs. Jean Flory, Home Economics
Frederick High School
Frederick, MD

Mrs. Sheila Bartz, Librarian
(same address)

NOMINATION ABSTRACT

PROGRAM TITLE: Child Development Laboratory/Parenting Program: Montgomery County Public Schools, Rockville, MD

TARGET AUDIENCE: Senior high school home economics child development/parenting students.

DESCRIPTION & PROGRAM: Based upon the existing program in 22 Montgomery County high schools, teachers developed an 11-volume curriculum guide Instructional Activities and Resources for Child Development: A Home Economics Curriculum and slide/tape presentation I Can Do It Myself for use in the county and the State of Maryland. A child development laboratory, providing daily interaction with preschoolers is essential to implementation of program objectives.

EVIDENCE OF EFFECTIVENESS: Since the first child development class in Montgomery County opened in 1966, the program expanded to all 22 senior high schools in 1980. Despite declining secondary school enrollments overall, enrollment in child development laboratory/parenting programs has grown each year. According to MCPS policy, the program is one of the basic core courses that must be offered in each high school each year. Program graduates show evidence of high job placement rates in day care centers and success in child development related college majors.

IMPLEMENTATION REQUIREMENTS: Complete, detailed instructions for setting up and implementing a new child development laboratory program are given in the curriculum guide. Most home economics classrooms can be easily converted to child development laboratories. Home economics teachers with content background in child development staff the programs.

FINANCIAL REQUIREMENTS: No supplementary texts or resources are needed to utilize the curriculum guide. The current cost for major equipment and supplies to start a new program is about $5,000; this can be substantially reduced through furnishings made or donated by students, parents, and the community. After the first year, the program can be self-sustaining, utilizing a preschool tuition fee of as little as $20 per semester.

SERVICES AVAILABLE: All 22 high schools welcome observers. This year, 1,891 high school students and 423 preschoolers and their families are served by the county program. Schools are very active in extracurricular social service activities. Currently, 158 second year students in child development internships volunteer two to three hours daily in elementary schools, special education centers, and community-based field sites.

FOR ADDITIONAL INFORMATION CONTACT:

Mary Swanson
Coordinator of Home Economics
Home Economics Office, Room 269
850 Hungerford Drive
Rockville, MD 20850
(301) 279-3143

Lynne Pherson
Program Developer for Child Development/
Parenting Instruction

NOMINATION ABSTRACT

PROGRAM TITLE: Education for Responsible Parenthood

TARGET AUDIENCE: 11th and 12th Grade High School Students

DESCRIPTION & PROGRAM: Education for Responsible Parenthood is a high school home economics course offered as an elective to all junior and senior high school students in Baltimore County, Maryland. This goals of the Education for Responsible Parenthood curriculum are to help students: 1) develop an awareness of an appreciation for the responsibilities of parenthood; 2) assess personal values and attitudes toward parenting; 3) develop an understanding of the powerful influence of parents upon a child's life; 4) acquire knowledge of child development theories and principles; 5) learn varied ways that parents may nurture the growth and development of their children; and 6) practice positive guidance and parenting skills.

EVIDENCE OF EFFECTIVENESS: Effectiveness of the Baltimore County ERP Program has been evidenced by: 1) increased ERP student enrollment despite an overall population decline in the Baltimore County School System; 2) increased male enrollment; 3) positive student evaluations; 4) increased student demand for an ERP II program; and 5) positive response from local school administrators and parents.

IMPLEMENTATION REQUIREMENTS: To implement the ERP curriculum, school system needs to provide an in-school child development laboratory equipped with age-appropriate education toys, materials and equipment (i.e. large hollow blocks, easels, paint, puzzles, kitchen center, etc.) A nominal expenses budget for snack food and small arts and craft supplies is desirable.

FINANCIAL REQUIREMENTS: An estimate of the cost to purchase equipment and materials to establish the in-school Child Development Center within an existing home economics classroom = $2,000. Approximate cost to purchase student textbooks = $350. Annual expense budget for expended supplies (i.e. snack foods, paste, pipe cleaners, etc., = $200.

SERVICES AVAILABLE: Services available through the ERP programs include: on-site Child Development Center available at no expenses to 10 - 12 pre-school age children, group parent meetings are held which address expressed concerns of parents, individual parent-teacher conference are conducted to discuss the growth and adjustment of each child.

FOR ADDITIONAL INFORMATION CONTACT:

Karen L. Roe
Teacher/Supervisor
Office of Home Economics
Baltimore County Public Schools
Allegheny & Central Avenues
Towson, MD 21204
(301) 494-4094

NOMINATION ABSTRACT

PROGRAM TITLE: Pernet Parenting Program

TARGET AUDIENCE: Adolescents/New Young Parents/Parents with Children at Risk

DESCRIPTION & PROGRAM: A program of family growth and development sessions in conjunction with an in-home educational program, featuring a Parental Education packet in English and in Spanish.

EVIDENCE OF EFFECTIVENESS: Evidenced by the results reflected in a comprehensive evaluative tool developed by research staff of New York University.

IMPLEMENTATION REQUIREMENTS: Two staff--a family growth and development instructor and an in-home parenting educator; Parental Education packet.

FINANCIAL REQUIREMENTS: The project costs for one year are $32,500. These costs will be assumed by grants from the Massachusetts Department of Public Health and the Massachusetts Department of Social Services.

SERVICES AVAILABLE: The project is funded; it is in operation presently; it will be in operation for the 1985-86 school year.

FOR ADDITIONAL INFORMATION CONTACT: Sister Janet McCann, R.N.
Pirector
Pernet Family Health Service
Worcester, MA 01610
(617) 755-1228

NOMINATION ABSTRACT

PROGRAM TITLE: Neighborhood Family Resource Centers

TARGET AUDIENCE: Low-income, single parent families, experiencing family stress; and especially vulnerable to child abuse and neglect.

DESCRIPTION & PROGRAM: Neighborhood Family Resource Centers prevent child abuse and neglect by reducing social isolation; enhancing parenting skills; providing good role models; a knowledge of child development and information about community resources; educational experiences are provided twice weekly for children and parents; parents and children meet together for infant stimulation, parent/child activities and the parents have opportunity to learn behavioral management techniques modeled by trained teachers.

EVIDENCE OF EFFECTIVENESS: Results of interviews, observation and the examination of records show that the Centers have helped parents and children to acquire independence; in addition, the program has increased parenting skills in the following areas: social skills; personal health; consumer education; child caring skills; and behavioral management techniques; educational and career awareness.

IMPLEMENTATION REQUIREMENTS: The willingness of the school system or public agency to provide a place for the community within its buildings as a laboratory program for its students and staff to help families develop the strengths necessary, which leads to the restoration of the neighborhood as the environment which promotes these goals for its families and citizens.

FINANCIAL REQUIREMENTS: $70,000 provides an excellent program; adjustments can be made accordingly. In-kind contributions from agencies (subcontractors) provide flexibility in budgeting.

SERVICES AVAILABLE: Parenting classes; formation of informal support networks; individual and group meetings with parents and their young children; assistance with referrals and the use of community resources; programs designed to provide basic education for life role competencies where needed; and other strategies which support effective family functioning and preparation for employment and independence.

FOR ADDITIONAL INFORMATION CONTACT:

Center for Urban Studies
Wyne State University
Charlene Forestone, Director
5229 Cass Avenue
Detroit, MI 48202
(313) 577-2708

NOMINATION ABSTRACT

PROGRAM TITLE: The Parent Puzzle, Minneapolis Family Education Program

TARGET AUDIENCE: Parents, their children age birth to five and adolescents enrolled in Child Development classes at Edison High.

DESCRIPTION & PROGRAM: The Parent Puzzle is based on the recognition that the parent is the child's primary and most influential teacher. The program exists to affirm parents in their challenging role and to encourage intergenerational learning among parents, children and adolescents. The program utilizes the "family center" model. The center includes two classrooms in Edison High where parents, children and adolescents can learn from one another. The curriculum utilizes a basic seven step process but remains flexible for meeting the needs of the families served. Outreach is accomplished through the center and referral.

EVIDENCE OF EFFECTIVENESS: In 198[illegible]ichael Patton, a nationally noted evaluator, described The Parent Puzzle as exemplary in parent education, preparenting the operations. Comments from parents and adolescents indicate consumer satisfaction. Funding sources have continued to fund the program for seven years.

IMPLEMENTATION REQUIREMENTS: The community center model requires two or three rooms which house an education program for children, office, toy and book lending library, necessary to meet the variety of needs and search out special populations. Positions include: program coordinator, parent educator I and II, early childhood teacher, preparenting instructor, child development technician, community outreach coordinator, and child care aides. The positions range from 8-34 hours per week.

FINANCIAL REQUIREMENTS: Initial start up costs will vary according to what materials, equipment and supplies are available through the sponsoring agency. Approximately $6,200 to $17,500 is necessary for start up. The annual is approximately $70,000 per year.

SERVICES AVAILABLE: Parent discussion groups with an educational program for children; adolescent child development labs and intergenerational events; workshops; field trips; speakers and panel discussions; bi-monthly newsletter; book and toy lending library; referral system; and parent telephone "hot" line.

FOR ADDITIONAL INFORMATION CONTACT: Mary Sheedy Kurcinka
Program Director
700 22nd Avenue, NE
Minneapolis, MN 55418

NOMINATION ABSTRACT

PROGRAM TITLE: Child Development

TARGET AUDIENCE: Junior and Seniors (both male and female)

DESCRIPTION & PROGRAM: This course in child development provides a hands on laboratory experience with three and four year o'd children at the high school within the home economics department. The students work three days a week with the children and spend two days on evaluation, planning and studying child development. The day care center is directed by their teacher who also teaches six periods a day.

EVIDENCE OF EFFECTIVENESS: The evaluation by the students has been very good and the program is in its seventh year. The follow-up on students shows that a good number have gone on to major in early childhood education, some are employed in day care centers and related areas.

IMPLEMENTATION REQUIREMENTS: Space had to meet state of Mississipoi requirements for licensing day care center for 15 three and four year olds and had to be equipped (which the local school district supplied both indoor and outdoor equipment). Advisory committees were established and meet regularly. Programs had to meet accreditation requirements and now legislative mandated "Accountability of Instructional Management."

FINANCIAL REQUIREMENTS: Budget only includes operating costs, not including teacher's salary and utilities which the local school district takes care of.

SERVICES AVAILABLE: Day Care Center

FOR ADDITIONAL INFORMATION CONTACT:

Mrs. Billie Jean Wilhite
Horn Lake High School
Horn Lake, MS 38637

Mr. John Kelly
Local Vocational Director
Hernando, MS
368-5271

Mrs. Ida Ballard
State Supervisor
Home Economics Education
P.O. Box 771
Jackson, MS 39205

NOMINATION ABSTRACT

PROGRAM TITLE: Parenting (Levels 3 & 4)

TARGET AUDIENCE: Juniors and Seniors (both males & females). Usually the enrollment is half boys and half girls.

DESCRIPTION & PROGRAM: This program is built around the needs of the students and addresses problems brought on by teen pregnancy, dual working parents, low income families, single parents, school age parents, stressed parents and children as well as ways of promoting a stimulating parenting relationship and home environment in which children can thrive. She teaches how to develop positive self concept within the child. Decision making, goal setting, and developing qualities of maturity are positive measures taught toward deterring premature parenthood. Family crisis are also included.

EVIDENCE OF EFFECTIVENESS: Since the course began in 1976, over 700 students have taken it. It is an elective semester course. Each semester two sections are offered.

IMPLEMENTATION REQUIREMENTS: We first gained the support of the advisory committee and the school adminstration; students were most receptive of the course. We made sure it met accreditation requirements. Now it must meet state legislative mandated "Accountability of Instructional Management." Students receive one half unit credit for the semester upon successful completion of the course.

FANANCIAL REQUIREMENTS: The course is included in the budget of $2,830 for supplies from our local school district for the four teacher department. We have built up a good library of filmstrips, cassettes, etc. We also use free loan films from MOD, State Library Commission and the RCU.

Our resource persons have come free of charge.

SERVICES AVAILABLE: A family outreach program was an outgrowth of our parenting classes. Last year 300 people attended this series of meetings where we used resource specialists in specific areas of concern.

FOR ADDITIONAL INFORMATION CONTACT: Fay Smith
Quitman High School
Quitman, MS 39355
(601) 776-2194

Ida Ballard, State Supervisor
Home Economics Education
P.O. Box 771
Jackson, MS 39701

NOMINATION ABSTRACT

PROGRAM TITLE: Parenting/Child Development

TARGET AUDIENCE: Secondary High School Students

DESCRIPTION & PROGRAM: Parenting/Child Development includes a semester class, parenting, and a semester class child development, as well as an occupational co-op program. Parenting and child development are consumer homemaking classes. The classes include the study of pregnancy and child birth; the study of children, their physical, mental, emotional and social growth and development, and their care and guidance. Family Life Careers is an occupational co-op program where students receive on the job training in a licensed child care center or kindergarten.

EVIDENCE OF EFFECTIVENESS: Close to 175 students are enrolled in the program each year. The community and administration are supportive of the program. The March of Dimes PEP (Peers educating Peers) Squad has been used on the local, regional, and state levels to present programs on family life/parenting. Many of the students previously enrolled in the program are now employed in careers related to child care.

IMPLEMENTATION REQUIREMENTS: Space for a pre-school lab is needed as well as equipment for the lab. A licensed day care center or kindergarten is needed for the co-op program and are excellent for developing FHA/HERO community projects.

FINANCIAL REQUIREMENTS: Vocational funding is needed for resources and equipment for the program and the transportation cost of the supervisor in the co-op program.

SERVICES AVAILABLE: A pre-school is available for children in the community. Students become involved in community activities through the Future Homemakers of America. Students are trained in occupations related to childcare.

FOR ADDITIONAL INFORMATION CONTACT: Mrs. Judy Whitener
Family Life Educator
406 E. Chestnut
Desloge, Missouri 63601

NOMINATION ABSTRACT

PROGRAM TITLE: Child Care

TARGET AUDIENCE: Secondary High School Junior and Senior Students and Adult Students

DESCRIPTION & PROGRAM: Child Care is a two year occupational program which prepares students for the world of work with children. Students receive instruction during related classes and have actual experience with pre-schoolers during laboratory classes. The second year of the program, the Child Care students complete application and review for the Child Development Associate Credential. Some participants in this program continue their education in college and other seek employment in the Child Care field.

EVIDENCE OF EFFECTIVENESS: Many of the second year students of this program have earned the Child Development Associate Credential and are now either employed in Child Care Centers or a continuing their education. Several of the graduates are now teaching in the public schools in the area of Early Childhood Education. The Child Care Laboratory is very well respected for quality education, children being enrolled when they are born.

IMPLEMENTATION REQUIREMENTS: The instructional program provides facilities for supervised work experience and observation of child care workers. The laboratory meets the minimum requirements for child care based on Division of Family Services requirements. This includes health and safety rules and licensing requirements. The laboratory is a furnished environment that will stimulate learning and development in the child.

FINANCIAL REQUIREMENTS: The current budget for the Child Care Program is $7,791.00 for supplies and materials. This includes fees for the six Child Care II students to earn the C.D.A. Credential ($250.00 each).

SERVICES AVAILABLE: Services include training, counseling and placement services.

FOR ADDITIONAL INFORMATION CONTACT: Judy Duden, Child Care Instructor
Kirksville Area Vocational
Technical Center
1103 South Cottage Grove
Kirksville, MO 63501
(816) 665-2865

NOMINATION ABSTRACT

PROGRAM TITLE: Child Care Management and Services

TARGET AUDIENCE: 11th and 12th grade secondary students and postsecondary adults from Mexico School District and eight surrounding districts including Centralia, Fulton, North Callaway, Paris, Montgomery City, Van Far, Wellsville and Community R-6. Twenty children accepted (on 1st come 1st serve basis), ages 3-5, and parents of these children.

CLASS DESCRIPTION: Three hour block class, no prerequisite, students are instructed in the care and guidance of children. A simulated nursery school is conducted by the students and teacher - director for 20 3-5 year olds. Special emphasis is placed on job training as well as parental roles. By being placed in Child Care facilities for field training and daily associations Monday-Thursday, in the lab students have the opportunity for supervision, observation, modeling and role playing. Students acquire ten hours practicum experience and 5 hours theory weekly.

EVIDENCE OF EFFECTIVENESS: In 15 years (excluding this school year) based on 180 day follow-up 236 students have enrolled in the program and 212 have completed (90 percent) 40 percent of the students have found employment (including homemaking) related to Child Care within one year of their completion. 34 percent have elected to continue education or enter the military. Data in this proposal will show that student cost per day for this training is slightly under $.50 a day/ students. Families continue to enroll sibling after sibling in the lab, as well as former High School students are now enrolling their children and former pre-school children are enrolling as high school students. The program serves as a model in the community for child care services. Twenty-two students are currently enrolled in the class and 20 pre-schoolers. Enrollment has been steady each year.

IMPLEMENTATION REQUIREMENTS: A proposal for new programs must be sent to the Missouri DESE for approval, a survey of the community and student interest is necessary. To ensure continued existance of a program there must be a sufficient enrollment. The ideal enrollment is 18. The program must be effective within the total framework of training programs offered by the area school thus providing trained, mature and sincere employees and parents.

FINANCIAL REQUIREMENTS: A minimum installation budget of $10,180 should be available. A complete budget can be found in this proposal. On a yearly basis $1,000 should be allowed for equipment purchase, upkeep and repair. Consumable expenses can be off set by fee charged to the parents for their children's attendance in the lab. Textbook and replacement shold be provided for every 5th year, approximately $600.00. Instructional supplies are budgeted for approximately $800.00/year to include A.V. equipment and field training expenses. An approximately $4,000 yearly, operating budget is needed which includes the above.

SERVICES AVAILABLE: Child Development Lab for 20 children from the community. Parent study sessions and support services for special needs students. Field training provides volunteer service for Child Care Services in the community. Placement and Counseling as well as Health services are provided for students. Observation facility for community.

FOR ADDITIONAL INFORMATION CONTACT: Annabel Gooch
905 N. Wade
Mexico, MO 65265
(314) 581-5684

NOMINATION ABSTRACT

PROGRAM TITLE: The Parent Connection

TARGET AUDIENCE: Preschool children, their parents, and students in a child development class or career program.

DESCRIPTION & PROGRAM: The project describes the Parent Cooperative Program, a component of a campus child development center. The program provides a parent participation and involvement experience within a preschool classroom. It also enables students who are preparing for a career in child care services to have a supervised experience in a parent-focused classroom.

EVIDENCE OF EFFECTIVENESS: The program has served families for eleven years with continuous, full enrollment. It is recognized as an exemplary, innovative classroom by administrators, by child development specialists and by parents.

IMPLEMENTATION REQUIREMENTS: The program could be duplicated with provision for classroom space, a meeting room for parents and a teacher dedicated to encouraging family involvement in preschool experience.

FINANCIAL REQUIREMENTS: To establish a parent cooperative classroom, materials and teaching aids would cost $2,000-$4,000. The program can become self-supporting through tuition, registration fees, donations and moneymaking projects if that is the desired goal.

SERVICES AVAILABLE: The program is available to families from the community and the campus. Children, two to five years old, and their parents, participate in the Parent Cooperative.

FOR ADDITIONAL INFORMATION CONTACT:

Eleanor R. Frasier, Chairperson
Home Economics Department
St. Louis Community College
at Florissant Valley
3400 Pershall Road
St. Louis, MO 63135
(314) 595-4377

Carolyn Rybicki, Program Director
Child Care Assistant Curriculum
Home Economics Department

Carolyn Thomas, Director
Child Development Center
Home Economics Department

NOMINATION ABSTRACT

PROGRAM TITLE: Advanced Child Development/Child Development Laboratory

TARGET AUDIENCE: High School Junior and Senior students in Washoe County School District high schools.

DESCRIPTION & PROGRAM: The program is a district-wide vocational educational program available to all upper division students in the district's high schools who have demonstrated an interest in working with children as a vocation. The students research child development subject matter on an individual basis and during the first semester operate a preschool program for children from the community. During the second semester, students act as teacher assistants in an elementary school. Students may also gain experience in day care centers, special schools or other areas of employment working with children.

EVIDENCE OF EFFECTIVENESS: The program has been in existence for only one year. At the end of the first year, nine students were placed in jobs at the beginning of the summer vacation; at the end of the summer, six were still employed, several had gone on to college to major in elementary education or child development. At the present time, five are employed, one is on maternity leave, to be employed at a new child care center opening in April.

IMPLEMENTATION REQUIREMENTS: Rooms were made available at Roger Corbett elementary school, located close to a north-south freeway intersecting our community, and one block from one of the high schools. Equipment was moved from Hug High School, where a similar program had been held earlier, as well as "scrounged" from the district storage warehouse. Cooperation from the faculty and principal of the elementary school was essential, and freely given. After several months of inconvenience, a telephone line was put into the program classroom, alleviating any problems with the school's front office staff. The preschool lab room is easily accessible from the street for families bringing young childen to the program. Outdoor play areas are available and accessible from the classroom.

FINANCIAL REQUIREMENTS: Salaries were necessary for a full-time certified teacher and a half-time aide. The Washoe County School District supplied the teacher's salary; the aide's salary was funded through annual state aid to vocational education. Supplies were initially budgeted through the state plan; however, this year the program has become partially self-supporting through the fees received from the preschool program. Some general warehouse supplies and large equipment are still being funded through vocational education. The district supplies the two rooms at a cost of $2.06/ square foot for heating, janitorial services, etc.

SERVICES AVAILABLE: For the high school students--training and certification as a qualified child care aide through the State of Nevada Child Care Services, placement assistance in child care or other child-oriented employment, visitations to agencies and schools dealing with children and their developmental problems, opportunities to develop self-confidence and have success with young children. For community: a low-cost preschool providing a low child/teacher ratio, educational activities for preschool

children and their families, a learning laboratory for other child development classes held in Washoe County Schools or Truckee Meadows Communtiy College.

FOR ADDITIONAL INFORMATION CONTACT: Jan Pederson, Teacher
Advanced Child Development Program
Roger Corbett School
1901 Villanova Drive
Reno, NV 89502
(702) 329-4640

NOMINATION ABSTRACT

PROGRAM TITLE: Child Care and Development Program

TARGET AUDIENCE: Seniors in high school-program may also be adopted for use in other Family Living courses and eleventh graders. Preschoolers three-five years old in learning laboratory.

DESCRIPTION & PROGRAM: The Child Care and Development I & II courses are each one semester offered to seniors, male and female. Each course includes careers in child care services, studies in the child's development, physical, emotional, social and intellectual. Child abuse and neglect and how to overcome these problems, parenting and the changes in family structure and roles, importance of self-discipline as a parental responsibility are included.

EVIDENCE OF EFFECTIVENESS: The growth of the program to include a Child Development II which is an outcome of student's enthusiasm and interest. Letters from parents of learning laboratory students. (Pre-schoolers) acceptance and approval of supervisors, other staff members, parents and community.

IMPLEMENTATION REQUIREMENTS: Full-time teacher in Home Economics Department. After initial expense of program $5,000 approximately, ongoing budget outlays approximately $2,000 yearly.

FINANCIAL REQUIREMENTS: Room had running water, windows and heating. Equipment and supplies were state funded for a total of approximately $7,000. Carpeting and draperies total of $1,600 by school board. Approximately $2,000 has been spent to date for 6½ years expendable supplies was met by school board.

SERVICES AVAILABLE: Classroom in the Home Economics Department. The room used as the learning laboratory is well ventilated, heating, has running water, adequate cabinets, carpeting and and adjacent bathroom for preschooler's use only.

FOR ADDITIONAL INFORMATION CONTACT:

Mrs. Mercina Simeonidis
Northern Highlands Regional High School
Hillside Avenue
Allendale, NJ 07401
(201) 327-8700

NOMINATION ABSTRACT

PROGRAM TITLE: Child Development

TARGET AUDIENCE: Eleventh and Twelfth grade students. The program can be adapted for a variety of populations.

DESCRIPTION OF PROGRAM: The fall year Child Development Course has became part of the high school home economics curriculum so that the student might observe, work with, learn about the ways to enjoy children. The program combines regularly scheduled class sessions with a preschool learning laboratory and affords students the opportunity to study all aspects of human growth and development from conception through early childhood. The various components of the course are designed to encourage students' growth and change in both the cognitive and affective domains.

EVIDENCE OF EFFECTIVENESS: There are several different indications of the effectiveness of this program. Teacher designed evaluation instruments administered to students measure cognitive growth on a variety of levels. Student course evaluations show attitudinal growth and an awareness of the importance of the subject matter to their future roles as caretakers for children. Administrative, Board of Education and community support also demonstrate a belief in the effectiveness of this course. Finally, State Department of Education visitations, accolades, and requests for sharing the program with others indicate the value of the course.

IMPLEMENTATION REQUIREMENTS: The program design requires one full time certified home economics teacher for each five sections of the course. A regular classroom for the high school and an equipped preschool classroom are necessary. The necessary equipment, materials and supplies for preschool children and high school students (such as texts, audio visuals, etc.) will vary for different populations.

FINANCIAL REQUIREMENTS: Initial investment for preschool equipment and supplies, books and audio visuals for high school students - approximately $3,000, teacher salary (full-time) approximately $20,000.

SERVICES AVAILABLE: The program provides the community with a free preschool experience for three and four year old children. Students in the course volunteer their help to work with handicapped preschoolers. The child development students have also set up and run a pre-K program in one of the elementary schools in our district.

FOR ADDITIONAL INFORMATION CONTACT:

Irene M. Regan
Home Economics Teacher
Northern Valley Regional High School
150 Knickerbocker Road
Damarest, NJ 07627
(201) 768-3200

NOMINATION ABSTRACT

PROGRAM TITLE: Childhood Careers

TARGET AUDIENCE: Eleventh and Twelfth grade high school students

DESCRIPTION & PROGRAM: The Childhood Careers Program offers employment opportunities for program graduates in the day care field, while providing a quality preschool program for up to 25 preschool children. The program is extremely cost efficient and meets curriculum and contact hour requirements for quality vocational-technical education as approved by the New Jersey State Department of Education.

EVIDENCE OF EFFECTIVENESS: Students are already becoming employed on a part-time basis even though the program is in its first year. Parents of preschool children, as well as employers of students, have supported the preschool program.

IMPLEMENTATION REQUIREMENTS: In comparison to vocational programs such as Machine Shop, Auto Mechanics, Welding, etc., the Childhood Careers Program requires only a minimum capital outlay and can be easily implemented by modifying a classroom type facility as is shown on the floor plan. Depending upon the number of students and preschoolers to be served, the square footage will vary.

FINANCIAL REQUIREMENTS: Capital outlay to initiate the program in an existing classroom environment, including plumbing, storage and miscellaneous costs, were $17,500. Yearly operation of the program, including staffing, averaged $43,900. Income from the program averaged $37,000. Supplies and other related costs were $7,400. When considering the opportunity of training 15 first year and 15 second year students in the program, the cost per student is extremely low, $472.00 per student. This cost is covered by state aid, while equipment for the program was funded under Public Law 94-482, thereby, making this program highly cost effective and nearly self supporting.

SERVICES AVAILABLE: The program offers a fully operational quality day care center for preschool children. In addition, parent conferences, meetings and community involvement are an integral part of the program. Students completing the program or seeking part-time work receive job counseling. In addition, all students participating in the program become knowledgeable in the field of parenting.

FOR ADDITIONAL INFORMATION CONTACT:

Victor C. Morella
Director-Vocational Education
North Hunterdon Regional High
School District
Voorhees High School Campus
R.D.
Glen Gardner, NJ 08826
(201) 638-6116

NOMINATION ABSTRACT

PROGRAM TITLE: SKIP (Special Kids - Involved Parents)

TARGET AUDIENCE: Parents of handicapped students as well as concerned citizens and community groups.

DESCRIPTION & PROGRAM: Special Kids - Involved Parents is a parent workshop series which allows parents of handicapped youngsters to meet on a regular basis to discuss common concerns. These workshops are carefully designed to meet the diverse needs of all involved. The overall goal is not only to provide information but to share and learn together. This is accomplished by specific discussion topics, visitations into the community, guest speakers and planned activities which enhance communication and understanding.

Feedback from program participants has been quite positive. The parents acknowledge a need for such a group and enjoy participating in planning sessions for future workshops. They particularly like the opportunity to express feelings regarding their experience with raising a handicapped youngster. These workshops provide the parents with a comfortable setting to come together and learn, share and experience.

EVIDENCE OF EFFECTIVENESS: Parent evaluation form

IMPLEMENTATION REQUIREMENTS: Minimal

FINANCIAL REQUIREMENTS: Possible stipend to guest speaker (approximately $100)

SERVICES AVAILABLE: Workshop Manual, and Technical Assistance

FOR ADDITIONAL INFORMATION CONTACT: Barbara Hirsch, Director of Special Serv.
Nutley Board of Education
375 Bloomfield Avenue
Nutley, NJ 07110
(201) 661-3500 ext. 525

NOMINATION ABSTRACT

PROGRAM TITLE: Education for Parenthood

TARGET AUDIENCE: Hearing Impaired Teenage (15-20) boys and girls.

DESCRIPTION & PROGRAM: Education for Parenthood, based on a nursery school concept, is an innovative program in our Home Economics curriculum. It was developed to help deaf teenage students become effective parents. Since language is the dominant handicap of the deaf and most deaf women have hearing children, formal preparation for the role of parent is essential in the education of the deaf. The program teaches the students about the physical and emotional development of the preschool child and develops an understanding of how children learn and communicate.

EVIDENCE OF EFFECTIVENESS: Staff observations indicate that students participating in the Education for Parenthood course exhibit greater maturity. From all indications the study of growth and development in the child development context also impacts on the adolescent growth and development.

IMPLEMENTATION REQUIREMENTS: Education for Parenthood is one of our basic Home Economics courses for students 15 years-20 years of age. There is no required prerequisite.

SERVICES AVAILABLE: For students interested in employment in a child care facility, this program offers the opportunity to gain the necessary experience for successful, gainful placement.

FOR ADDITIONAL INFORMATION CONTACT: Mrs. Mary M. Pieslak
320 Sullivan Way
West Trenton, NJ 08628
(609) 883-2600

NOMINATION ABSTRACT

PROGRAM TITLE: Family Learning Center

TARGET AUDIENCE: Rural low income families with young children, Hispanic, Indian, Anglo and Black residents of Rio Arriba County, New Mexico.

DESCRIPTION & PROGRAM: The Family Learning Center offers a multi-cultural, non-sexist community program, which aims to: 1) provide services which promote the integrity of the family; 2) involve parents with the growth and education of their preschool aged children; 3) provide parents education classes with a strong emphasis on child-abuse prevention in a stimulating and responsive setting designed to include fathers as well as mothers; 4) provide a model training center for students in related fields, such as nursing, child development, education, social work, et al; 5) provide a model for mainstreaming handicapped children; 6) make available quality early childhood services to any family in the community, regardless of income; and 8) provide support centers for families in stress.

EVIDENCE OF EFFECTIVENESS: During its 4 years of existence approximately 460 families have utilized the services of the Family Learning Center. Mothers and fathers and grandparents have participated in parent education and preschool classes, acquiring new information and developing new perspectives on parenting and child development. Twenty individuals have received on-the-job career training and 4 have opted to pursue higher education in the field of early childhood education. Rio Arriba County, under the influence of the Family Learning Center, states a commitment to the establishment of child development centers throughout the area. Evidence of this commitment is a $250,000 grant from Community Block Grants, which the County and the Family Learning Center will jointly administer for the establishing of a satellite center in the isolated mountain village of Canones, NM. Additional stable funding from the local, state, Federal and Foundation sources is another indicator of effectiveness.

IMPLEMENTATION REQUIREMENTS: 1) A well organized grassroots committee, representative of the local community; 2) a suitable environment for early childhood and parent education; 3) funding for at least one year of operation.

FINANCIAL REQUIREMENTS: This can vary considerably. During periods of limited funding, the Family Learning Center has functioned on a bare-bones budget of approximately $45,000/year. Staff was cut to 4 part-time people. Presently funding has permitted expanding to a staff of 10 with a considerable increase in services. The Family Learning Center's operating budget is now estimated to be $150,000 per year.

SERVICES AVAILABLE: Preschool groups, parent-infant, parent-toddler interaction sessions, parent education, Foster Grandparent Program, crisis intervention, counseling and family therapy for families in stress.

FOR ADDITIONAL INFORMATION CONTACT: Frances Graves, Board President
Family Learning Center
Box 3527
Fairview, NM
(505) 753-2739

Wilfredo Vigil, Director, Save the Children
Federation, Board Member
P.O. Box CCC
Espanola, NM

NOMINATION ABSTRACT

PROGRAM TITLE: Training Parents as Career Educators for Handicapped Youth

TARGET AUDIENCE: Inner-city parent of handicapped youth in junior high schools.

DESCRIPTION & PROGRAM:

EVIDENCE OF EFFECTIVENESS: An extensive evaluation section in the final report summarizes positive outcomes of the 1982-83 project year. The findings are bases on information from three sources: observations of the sessions for parents; data collected from and about co-trainers at the beginning and end of each of the two training cycles; and parent participants' attitudes, knowledge, and reactions obtained from questionnaires they completed before and after the program and from rating forms administered after each session.

IMPLEMENTATION REQUIREMENTS: The program may be replicated in one school or through a consortium arrangement involving several schools within an LEA. To implement the project requires: support from the principal of the school; parents of handicapped youth (a minimum of 10 parents with no maximum); special education teachers willing to be trained as parent educators and lead small-groups of parents; an accessible training site, centrally located and reachable by foot and/or public transportation; cooperation and/or participation of local community agencies; (provide supplementary resource personnel as presenters and/or co-trainers of parent groups); parent stipends to cover costs of public transportation to attend meetings; and a project coordinator who is responsible for such activities as: organizing a training calendar, contacting community agencies, providing a training curriculum for co-trainers and parents, duplicating training materials, overseeing program evaluation, and being liaison between schools and central office.

FINANCIAL REQUIREMENTS: When the program is conducted during the school day, personnel costs of co-trainers from schools and agencies are nil. Project coordinator's time is also free of charge. However, when the project is conducted after school hours, there are costs--paying a modest stipend to co-trainers for time spent at training sessions and for time spent as parent educators leading small groups. Our experience in New York City indicates that satisfactory financial arrangements can be made between the central office of the Board of Education and a community school district.

Additional costs include providing parents with a modest travel allowance (especially those who reside in the inner-city, many of whom receive public assistance and cannot afford public transportation). Other costs include duplicating training materials and public relations activities (newsletter, flyers, personal letters sent to parents, things that advertise the program).

SERVICE AVAILABLE: Personnel at the Institute for Research and Development in Occupational Education (IRDOE) Graduate School, City University, who conducted the program, are available to consult with staff who are interested in replicating the program or modifying it to meet local needs. The consultation may be done by telephone and when feasible by first-hand personal contact.

FOR ADDITIONAL INFORMATION CONTACT:

Dr. David Katz
CASE/Institute for Research and Development
in Occupational Education
Graduate School, City University of New York
33 West 42nd Street
New York, NY 10036
(212) 221-3574

NOMINATION ABSTRACT

PROGRAM TITLE: The Family Life Institute

TARGET AUDIENCE: General public including community agencies with their personnel and clients, school personnel and parents.

DESCRIPTION & PROGRAM: A general workshop including a speaker "setting the theme", 10-12 related small groups with professional facilitators and a large exhibit of agency and school displays/handouts, sponsored by the Community Education Advisory Committee involving community agencies, service clubs, Parent-Education groups, Grades K-12, community education staff, Consumer and Homemaking Education Staff, colleges, business and industry is conducted annually.

EVIDENCE OF EFFECTIVENESS: Several hundred people attend the workshop annually and many more in related follow-up courses in the Community/Continuing Education program. The Institute has been on-going for six years.

IMPLEMENTATION REQUIREMENTS: A planning committee, cooperative linkages among community agencies, organizations and school district, meeting and exhibit space for 100-300 people as well as 10-12 small meeting areas (classrooms).

FINANCIAL REQUIREMENTS: A modest budget of $1,000 to $1500 supplied by service clubs (i.e. Kiwanis).

SERVICES AVAILABLE: General Workshop with keynote speaker to set tone, 10-12 small group sessions on various topics, and exhibits (many with hand-outs) by community agencies, organizations and local schools.

FOR ADDITIONAL INFORMATION CONTACT:

Gerardo Franciosa
Adult and Basic Education Project
Administrator
Community/Continuing Education Center
901-24th Street
Niagara Falls, NY 14301
(716) 278-5718 or 278-5719

NOMINATION ABSTRACT

PROGRAM TITLE: Occupational Education for the Pregnant Adolescent and New Parent

TARGET AUDIENCE: Pregnant Teens and new parents in grades 8-12

DESCRIPTION & PROGRAM: The Occupational Education for Pregnant Adolescents is a full day program concentrating on academic, occupational and parenting skills. Students are involved in 3½ hours in academic and parenting classes. Based on an occupational assessment, students are also placed in an occupational training program.

EVIDENCE OF EFFECTIVENESS: During the three years the program has been operational. 85% of the students entering prior to 12th grade have returned to their high school. 100% of the students who entered as 12th graders have graduated from high school.

IMPLEMENTATION REQUIREMENTS: Certified instructional staff for Home Economics, English/Social Studies, Math/Science. Local school district support for transportation charges.

FINANCIAL REQUIREMENTS:
Salary certified teachers
Budget for supplies and materials
Transportation charges

SERVICES AVAILABLE:
Career counseling
Academic counseling
Complete lunch program
Referral to local community agencies
Assistance with obtaining medical services through local health agencies
Basic skills training
Occupational assessment
Occupational training

FOR ADDITIONAL INFORMATION CONTACT:
Donna Keirsbilck
Director of Occupational Education
Suffolk #2 BOCES
379 Locust Avenue
Oakdale, NY 11769
(516) 589-1124 or 1344

NOMINATION ABSTRACT

PROGRAM TITLE: Port Washington Resource Center, Inc.

TARGET AUDIENCE: Parents of Children, birth - 3 years

DESCRIPTION & PROGRAM: The Parent Resource Center, under the aegis of the Adult Education Program, provides young parents with information, from professionals and each other, and support during the early formative years of parenting. This is implemented through a variety of program which include parent discussion groups, parent education classes, workshops on parenting issues, Mommie and Me groups, and unstructured drop-in time.

EVIDENCE OF EFFECTIVENESS: The Center has been in existence for four years. During that time it has grown from 40 member families to 250. Its program are always quickly filled with long waiting lists. The school district and the Board of Education continue to support it enthusiastically through housing and in-kind services. Local organizations provide staff for groups and classes and have since its beginnings. The Center has been featured in the local newspaper, a regional newspaper (Newsday), two area magazines, and the national Family Resource Coalition newsletter, the latter as a model parenting organization.

IMPLEMENTATION REQUIREMENTS: The Parent Resource Center is housed by and receives in-kind services from the Port Washington school district. It is actively supported by the administration and the Board of Education, which provide advice and expertise. In addition, the Center is publicized through the Adult Education and the Pre-Kindergarten program. Students in the high school utilize the Center as a field site for their Exploring Childhood class, part of the Social Studies/Home Economics Department.

Because of this school/Center relationship, the Center is able to keep its overhead low, with the major expenses being the salaries of a part-time coordinator, part-time clerical worker, and childcare people who are hired as needed.

A strong parent support group is essential, since all of the programming, fundraising and publicity is done by parent volunteers.

FINANCIAL REQUIREMENTS: Since the Center's space is provided by the school district, its annual budget is able to be kept low, about $27,000. Funds are received through fundraising events held by the Center, through course and workshop fees, membership dues, the local Community Chest, and miscellaneous donations. Expenses include salaries, printing and postage, supplies honorariums to course leaders and expenses connected with fundraising events.

SERVICES AVAILABLE: The Parent Resource Center offers several types of programming. Each semester four discussion groups are offered, on various aspects of parenting. These are led by professionals in the community including staff from the local mental health center and the hospital. In addition, five or six Mommie and Me groups are held, led by parent who have attended a training session. These are divided into age groups ranging

from 13 months to three and a half years old. A movement to music class for two and a half to three and a half years old is also offered each semester. Also, throughout the year 10 to 15 one-time workshops are given, dealing with parent education and child development. These are all led by a community professional. Three times a week the Center features Drop-in Time, providing a time for parents and children to visit the Center and engage in a social, unstructured time. The Center also sponsors three talks per year, open to the community and held at the Public Library. A holiday party sponsored by the Center and also held at the Library is now a tradition in Port Washington.

FOR ADDITIONAL INFORMATION CONTACT: Susan Cappon, Coordinator
Port Washington Parent Resource Ctn, Inc.
Flower Hill Instructional Center
Port Washington, NY 11050
(516) 883-4000 extension #230

Ann Israel, Director
Educational and Community Support Services
(Same address)
Extenson #321

NOMINATION ABSTRACT

PROGRAM TITLE: Practical Experiences in Child Development

TARGET AUDIENCE: High School Students

DESCRIPTION & PROGRAM: A 20-week high school Child Development Course which gives students the experience of planning and carrying out a "play school" for 3 and 4 year olds. Skills and responsibilities involved in parenting are stressed. Students also evaluate the potential for employment in a variety of occupations related to the area of child development.

EVIDENCE OF EFFECTIVENESS: This course is a popular one at Linton High School, serving over 100 high school students each year. It has the support of the administration, parents and staff.

IMPLEMENTATION REQUIREMENTS: Minor construction to divide part of a high school classroom creating a space suitable for a play area for 3 and 4 year olds. Access to young children. Cooperation of administration and staff. Home economics teacher.

FINANCIAL REQUIREMENTS: $350 - Covered initial cost of room renovation which was done by a high school construction class.

$1000 - Approximate cost of furniture, material and supplies.

$300 - Per year on-going cost of supplies.
Salary for certified home economics teacher.

SERVICES AVAILABLE: Serves youth by giving them the opportunity to work with young children, improve parenting skills and explore possible careers in the field of Child Development.

FOR MORE INFORMATION CONTACT:

Ms. Dorothy Carpenter, Home Economics Teacher
Linton High School
The Plaza
Schenectady, NY 12308
(518) 370-8217

Anne C. Stewart, City-Wide Department Chairperson
108 Brandywine Avenue (Education Bldg.)
Schenectady, NY 12307
(518) 370-8144

NOMINATION ABSTRACT

PROGRAM TITLE: Parent Education and Involvement Project

TARGET AUDIENCE: Local parents, students, educators and young children

DESCRIPTION & PROGRAM: The Parent Education and Involvement Project is a unique public school-based program which offers support, education and involvement to parents, teachers and students who want to take a more active role in the total development of children. Five program components offer a variety of services: 1) PIPE (Parents Involved in Preschool Education)--weekly parenting classes; 2) PIPE Plus--special services for handicapped preschoolers and their parents; 3) PIE (Parents Involved in Education)--organized parent involvement activities for parents of school-aged children; 4) PIPE Child Care Center--a model day care center serving children six weeks to four years of age; and 5) REAP Center (Resources for Educators and Parents)--a model training center for adults who live and work with children.

EVIDENCE OF EFFECTIVENESS: Experts at Duke University and the University of North Carolina-Chapel Hill provide technical assistance in program development. The core curriculum was designed through original research conducted at Duke University. Frank Porter Graham Child Development Center helped develop the evaluation process. Research generated through the program has demonstrated the significant changes in parents' knowledge of child development occurred as a result of program participation. Additionally, children involved in the handicapped program have shown significant gains in speech/language development.

IMPLEMENTATION REQUIREMENTS: Depending upon the capabilities of school districts or community agencies any of the program components could be replicated or adapted to individual needs. A school district with declining enrollment could use empty classrooms or a local church for these programs. Interagency cooperation, support among school departments and creative use of personnel and facilities are necessary to keep program costs down. Creativity, motivation and commitment are keys to program success.

FINANCIAL REQUIREMENTS: PIPE--part-time parent educator/project director (10 hours weekly at an approximately yearly cost of $3,200.00). PIPE Plus--(1) full-time speech/language clinician and (2) half-time parent educator at a total cost of (Funding source: Title VI-B) $25,000.000. PIPE Child Care Center-- a self-supporting operation with fees from parents, Department of Social Services, Child Nutrition Program. Start-up funds of $18,000 were provided by the North Carolina Department of Human Resources. Current annual budget to serve 50 children. PIE--Volunteer Coordinator for the system spends part of her time working with the project director. Estimated cost $700.00. REAP--(1) half-time center coordinator and (2) materials, equipment $22,000.00.

SERVICES AVAILABLE: Weekly parenting meetings, day care service for children (birth to 4 years), exceptional chidlren's program for children ages 3 and 4 and their parents, resource dissemination for educators and parents, pre-service training for students and teacher inservice training.

FOR ADDITIONAL INFORMATION CONTACT: Dr. Shary Maskel
Lakeview Community Education Center
3507 Dearborn Drive
Durham, NC 27705

NOMINATION ABSTRACT

PROGRAM TITLE: Parent-Child Interaction

TARGET AUDIENCE: Low-income Families (including parents, relatives and friends) and children, birth through three.

DESCRIPTION & PROGRAM: Home-like setting; dual adult-child curriculum designed to develop new skills in parenting and effective communication and creative homemaking. Childrens' development is enhanced and enlightened by means of a creative environment and caring staff.

EVIDENCE OF EFFECTIVENESS: Longitudinal Study

IMPLEMENTATION REQUIREMENTS: An estimated $85,000 is required to adequately supply, equip and staff (1 teacher, 1 paraprofessional, and 2 aides) a center-based program designed to service approximately 450 families.

FINANCIAL REQUIREMENTS: Program is free of charge. Donations of food, clothing, toys are accepted. Membership in Mother's Kiss (Mothers Keeping Infant Stimulation Strong) a parent advocate group is encouraged with a $1.00 membership fee. Low-income families are actively recruited. No proof of income necessary.

SERVICES AVAILABLE:
Seminars and group discussions
Toymaking workshops
Child-oriented activities
Toy and Book (adult and children) Lending Library
Guest Speakers
Parent Club Meetings

FOR ADDITIONAL INFORMATION CONTACT:
Aurelia Zoretich, Teacher-Coordinator
Parent-Child Interaction
919 Second Street, N.E.
Canton, OH 44704
(216) 454-6877

NOMINATION ABSTRACT

PROGRAM TITLE: GRADS (Graduation, Reality, and Dual-role Skills) Parenthood Program

TARGET AUDIENCE: School age boys and girls dealing with pregnancy and parenting

DESCRIPTION & PROGRAM: Graduation, Reality, and Dual-role Skills (GRADS) Adolescent Pregnancy and Parenthood Program is a program to assist pregnant students and young parents who are in school. The goals of the program are to increase the likelihood of graduation from high school, to encourage positive health care and parenting practices, and to encourage goal setting relating to the world of work and the dual role of employee/parent. Coordinators teach, counsel, visit, and support students and also work closely with agencies, families and school staff.

EVIDENCE OF EFFECTIVENESS: The average of nearly 80 percent school drop out of teenage parents has been reversed to nearly 80 percent retention in school of pregnant teens and teenage parents.

Letters of support indicate the perceived value of the program by students and by professionals as extremely high.

IMPLEMENTATION REQUIREMENTS: Designating a qualified person to direct the program in the already existing framework of a high school should be easily implemented. Cooperation and the establishment of rapport with staff and students is the next important step. Space and material needs are minimal.

FINANCIAL REQUIREMENTS: Cost of a staff member plus minimal supplies.

SERVICES AVAILABLE: The Tri-County Staff members are wililng to share any information with interested persons. Materials can be copied. Visitors are welcome.

FOR ADDITIONAL INFORMATION CONTACT:

Jeannine Morris, Supervisor
Tri-County Joint Vocational School
Route #1 (S.R. 691)
Nelsonville, OH 45764

Grace Essex, Coordinator (same address)

Connie France, Instructor (same address)

Dr. Gail Henderson
State Supervisor of Home Economics
State Department of Education Office Building
Room 912
Columbus, OH 43215

NOMINATION ABSTRACT

PROGRAM TITLE: Child Development/Parenting

TARGET AUDIENCE: High School Junior and Senior Males and Females

DESCRIPTION & PROGRAM: An eighteen week program which meets five days a week for fifty-five minutes. The program emphasized decision-making and problem solving and can be divided into two major areas 1) Prenatal care and birth of the baby and, 2) working with children in parenting decisions. The program includes a six week playschool which requires participation two days a week.

EVIDENCE OF EFFECTIVENESS: The program has been in existence for nine years. The class continues to grow each year. The state supervisor, Mabel Black, feels there is no program comparable to ours and would like to see it become disseminated.

IMPLEMENTATION REQUIREMENTS: One large classroom close to running water and bathroom facilities.

Resource materials for students.

Toys and equipment for playschool.

FINANCIAL REQUIREMENTS:

Yearly budget for playschool	$ 240.00
Books, filmstrips, kits, etc.	$ 1,225.00
Equipment for playschool	$ 800.00 - $ 1,700.00
Teacher pay	$14,000.00 - $27,000.00

SERVICES AVAILABLE: Information on parenting, and care of children in a learning environment.

FOR ADDITIONAL INFORMATION CONTACT:

Mrs. Paula Baker
Home Economics Department Chairperson
West Carrollton Senior High School
5833 Student Street
West Carrollton, OH 45449

NOMINATION ABSTRACT

PROGRAM TITLE: Kiamichi AVTS, Atoka Campus Child Development Program

TARGET AUDIENCE: High school and adult students, preschool children and their parents from Atoka, Coal, Bryan and Johnston counties of Oklahoma.

DESCRIPTION & PROGRAM: High school and adult students enroll in a comprehensive course in Child Development. A Child Development Center is operated to provide laboratory experience in teaching and caring for preschool children. Cost free care is provided to those students who attend school at the campus.

EVIDENCE OF EFFECTIVENESS: The State Department of Education, State Department of Vo-Tech Education, the North Central Association, as well as the Oklahoma Department of Human Services and the State Health Department have agreed that the program is most effective and is accomplishing its goals and objectives. We have had an overwhelmingly positive response from the local service area.

IMPLEMENTATION REQUIREMENTS: A building with adequate space for classroom, offices, children's area, kitchen, utility rooms and large storage area. 50'x 100' playground with selected equipment to meet state requirements. Teaching aids and materials for both Child Development students and preschool children.

FINANCIAL REQUIREMENTS: Our building and major equipment cost was approximately $430,000 in 1981. The annual operating budget is approximately $65,000.

SERVICES AVAILABLE: The Child Development Center provides "state of the art" facilities, materials and training to children ages 2-12 in the service area. This "model center" provides an exceptional learning experience to the students enrolled in the Child Development Program (high school and students). We provide a noon meal and two supplements to the children in the center.

FOR ADDITIONAL INFORMATION CONTACT: Colette Inge, Director
KAVTS- Atoka Child Development Program
P.O. Box 220
Atoka, OK 74525
(405) 889-7080
(405) 889-7321

NOMINATION ABSTRACT

PROGRAM TITLE: Pre-school Child Development

TARGET AUDIENCE: Vocational Students

DESCRIPTION & PROGRAM: The Pre-School Child Development provides competency-based instruction to high school juniors and seniors. The program includes classroom instruction, laboratory observation, laboratory experience, and on-the-job training.

EVIDENCE OF EFFECTIVENESS: The program has received state and national accreditation and has maintained a full enrollment since 1978. The job placement in 1983 was 100 percent. The program and its facility have been used as a model by state licensing agencies and professional organizations promoting the development of quality child care programs.

IMPLEMENTATION REQUIREMENTS: The Pre-School Child Development Program has been successful because of interested clientele, administrative support and professional staff. The clientele groups include interested parents, children, high school students, and day care center representatives. Administrative support has been demonstrated in its financial and philosophical consideration.

FINANCIAL REQUIREMENTS: The cost of the program in 1983 was $167,000. However, most of the expenses were recovered through income from the operation of the Children's Learning Lab and state reimbursement. The net operating cost to the school district was $36,000.

SERVICES AVAILABLE: Services available to students in the Pre-School Child Development Program include transportation from the high school to the Vo-Tech School; academic, personal, and career counseling; math and reading enrichment; leadership development; and job placement.

FOR ADDITIONAL INFORMATION CONTACT: Karen Wilson, Coordinator
Pre-School Child Development Program
Tulsa County Area Vo-Tech Schools
3802 North Peoria
Tulsa, OK 74106

Michael Hicks, Instructor
(Same Address)

NOMINATION ABSTRACT

PROGRAM TITLE: Linn-Benton Community College Parent Education Program

TARGET AUDIENCE: The program serves parents of all ages in all kinds of family settings over a two-county geographic area. Special populations such as school-age parents, families where abuse or alcoholism exist, and single, step and adoptive families are served with the help of grants and cooperative agreements.

DECRIPTION & PROGRAM: Linn-Benton Community College's Parent Education is a vocational program within the Community Education Division of the college. Using methods and procedures which build on local resources and system, the program offers low-cost, highly effective and varied educational services to approximately 2,500 parents per year. The program offers parent education in a manner that creates and/or strengthens the natural, informal systems that sustain parents over a long period of time. Utilizing a variety of teaching methods and based on the extensive body of knowledge concerning children and families, the program consists of a core of ten participatory classes involving parents and their children age birth to teens and another sixty plus topical discussion classes which are offered as needed.

EVIDENCE OF EFFECTIVENESS: Program impact and effectiveness are measured in a number of ways. Flowing from the Program's Philosophy/Goal Statements and Objectives is a system whereby parents self-report program impact. This measure indicates a high level of positive change. Course and instructor effectiveness are measured by student reports and coordinator observation on a regular schedule. These measures indicate high level of student satisfaction and a high quality of instruction. An outside evaluation team observed the program and gave it an outstanding rating.

IMPLEMENTATION REQUIREMENTS: Any educational institution with the capability of teaching adults could implement the Program whole or in part as the individual courses can stand alone. Community agencies or organizations with an educational capability also are likely adopters of the Program. Trained and experienced Home Economics have the strongest backgrounds for implementing the program. Facility requirements are easily met by use of buildings located in the local communities such as churches, libraries and recreation centers.

FINANCIAL REQUIREMENTS: Costs of program implementation vary from as little as $100 for a single course offering to approximately $35,000 for Program replication. Instructional expenses comprise the major expense in the Program budget. At current level of Program offerings, LBCC Parent Education's budget is approximately $105,000 with funds coming from parent tuition, state general fund, and state and federal grants.

SERVICES AVAILABLE: Program offerings include a quarterly listing of approximately fifty classes spread over twenty-seven locations in nine communities throughout a two-county college district. In addition the Program serves specially targeted populations by the use of grants and cooperative

agreements which enables the program to serve a larger population of parents at lower cost. The Program also has special services such as the Mini-College, Parent Resource Guide, workshops for parents and caregivers.

FOR ADDITIONAL INFORMATION CONTACT: Donna Nelson, Acting Coordinator
Parent Education Program
Linn-Benton Community College
6500 SW Pacific Blvd.
Albany, OR 97321
(503) 928-2361 extension 384

NOMINATION ABSTRACT

PROGRAM TITLE: School-age Parent Program

TARGET AUDIENCE: Teenage Parents and Pregnant Girls

DESCRIPTION & PROGRAM: This is a program where school-age parents may bring their child to school with them while they complete their requirements for graduation. The students are enrolled in the program two periods a day. One period in a class with a certified Home Economics teacher to study a variety of home economics areas including Human Development, Nutrition, Human Sexuality, Parenting, Family Relations, Personal Economics, and Consumerism. A second period is spent in the Infant/Toddler Center putting this knowledge into practice. The children of the students enrolled in this special program are cared for in the Center by an aide, two foster grandmothers and the students in the program. The remainder of the day the students are enrolled in the regular classes through the High School and, where possible, the Vocational Technical School.

EVIDENCE OF EFFECTIVENESS: In the four years, 44 students have graduated from the program. Most of these students would not have been able to do so without the assistance of the program. Several graduates are enrolled in post-high school training or college, others are employed either full or part-time. Some have become full time homemakers and hopefully are using their knowledge to have a successful home and family life situation.

IMPLEMENTATION REQUIREMENTS: To operate a similar project requires space for a classroom and room for the children, both a play and a sleeping space. In the classroom we have utilized many materials and teaching supplies from the regular home economics department. It is necessary to purchase the necessary equipment for the Infant/Toddler Center, such as cribs, high chairs, changing tables, toys, etc. Access to a kitchen is needed; we share a kitchen with our Occupational Child Care Class. Staff needed would include a teacher and an aide. We also have two foster grandparents.

FINANCIAL REQUIREMENTS: To set up such a project the financial cost would be dependent upon the number of student and children involved and what equipment and supplies were available to you. Our cost of the first year was just short of $36,000.000. This included the teacher's and aide's salary as well as the equipment and supplies for the Infant/Toddler Center and some items for the classroom.

SERVICES AVAILABLE: Educational, referral, and child care.

FOR ADDITIONAL INFORMATION CONTACT: Mrs. Luella Carn
Chairman, Home Economics Department
Altoona Area High School
Altoona, PA 16602

NOMINATION ABSTRACT

PROGRAM TITLE: Education for Parenthood/Child Development

TARGET AUDIENCE: The American Family: Numerous ills in the American society can be directly related to negative conditions in the home and family environment. For this reason, male and female students, grades 10-12, are the direct benefactors of a unique consumer and homemaking education course designed to prepare secondary students for the significant adult role of child-care giver or parent.

DESCRIPTION AND PROGRAM: Education for Parenthood/Child Development is a two-semester course in the Consumer and Homemaking Education program which systematically and directly emphasizes the significance of the adult role of parent/child-care giver. Course content is a positive approach to the substantiated belief that the quality of life an individual enjoys depends upon the quality of parenting under which a person develops. Human development needs, developmental tasks, behavior patterns of childhood, parent roles and responsibilities, care-giver skills, methods of skill application, independent study, directed observation of chidren, and direct interactions with pre-school children are studied, analyzed, applied and acquired during teacher directed instruction.

EVIDENCE OF EFFECTIVENESS: Growth in student interest evidenced by enrollment. In 1979, the year the course was introduced, 26 students were enrolled. In academic year 1983-84 there are 246 students enrolled, with nine percent of the enrollment being disadvantaged students. This represents a 940 percent increase in enrollment over a five-year period.

IMPLEMENTATION REQUIREMENTS: A home economics instructor who recognizes the need for a practical parenthood/child development program. A teacher who is willing to adapt traditional instruction and utilize new and diverse teaching techniques. A professional educator who measures the work day by student needs satisfied in preference to hours worked.

A school administrator who is supportive of new and innovative instructional approaches and demonstrates interest and pride in the program accomplishments.

A classroom, approximately 1300-1500 sq. ft., which can be readily divided into an instructional area. child activity area and observation area. This facility should have immediate access to a bathroom. Indoor and outdoor play areas should be readily accessible. Storage areas or accommodations are essential.

A maintenance staff that is capable of and willing to improvise for the success of the program.

FINANCIAL REQUIREMENTS: Based on the availability of physical space and adaptable materials, this program can be implemented with the following financial investment:

Initial Investment	$2500	for facility adaptations and basic equipment
Annual investment over a three-year period	$1000	for improvement of facilities and additional equipment
Annually	$1000	for consumables
Annually	$ 500	for equipment

*One thousand dollar annual need for consumables will be offset by weekly registration fee paid for preschoolers' participation in the 18-week program.

SERVICES AVAILABLE: A reasonably priced "Mother-day-out" program for the community. Babysitters list is circulated within the community. Babysitting services are provided monthly to members of community homemakers club. This service is free of charge.

FOR ADDITIONAL INFORMATION CONTACT: Mr. W. R. Christopher, Principal
Mrs. Opal Quattlebaum, Teacher
Wren High School
Route 1
Piedmont, SC 29673

Mr. George W. Seaborn, Superintendent
Anderson County School District 1
P.O. Box 98
Williamburg, SC 29697

NOMINATION ABSTRACT

PROGRAM TITLE: Preparation for Mature Living (Family Living-Parenthood-Child Development)

TARGET AUDIENCE: Senior Home Economics Students

DESCRIPTION & PROGRAM: The curriculum includes study, discussion, and evaluation in the areas of decision-making, family and human relationships, human sexuality, prenatal and infant care, parenting skills, child development (with emphasis on 0-6 years), managing resources, family crises, handicapped, elderly, and death and dying. Consumer education, energy conservation, and career planning are integrated into each mini-unit.

EVIDENCE OF EFFECTIVENESS: Most of the course objectives were set-up to be task-oriented to the extent that one could measure student achievement. Various means of evaluating these achievements are included in the supplemental material. The excellent films used with the class, and the quality of the discussions that follow these films are further indications of the effectiveness of the program.

IMPLEMENTATION REQUIREMENTS: A qualified home economics instructor and a classroom with audio visual equipment available (film, filmstrips, and overhead projectors and screen) are the basic requirements.

Textbooks used are those previously in the department and those chapters that apply were incorporated into the curriculum. Because of the changing and updating necessary to keep the class materials current, I hesitate recommending any one text and find supplemental materials to be more adaptable.

The program is fairly time-consuming because of the constant updating to bring new trends, break-throughs, etc. and to adapt the curriculum to special needsof each particular class.

Time Management is another essential part of the program. It is a challenge to cover the major units and concepts within the 190 day schedule we have.

FINANCIAL REQUIREMENTS: The financial requirements, other than the annual salary of the home economics instructor, are limited to the costs of reproducing the various resources used, the cost of newer editions of the current texts: Married Life by Riker and The Developing Child by Brisbane, and several field trips. (Necessary to augment community services not available in our community of 350 population.) A further explanation of the field trips is found in "Services Available." Twenty-five dollars for postage on films returned to our State Film Library in Pierre, S.D. completes the financial requirements.

SERVICES AVAILABLE: Our community (population 350) resources are fairly limited. However, in lower level consumer homemaking classes (grades 7-11), we utilize a community day care center for child development observations and activities that students plan and carry out with the children at the center.

In the preparation for Mature Living Class, we utilize the grade school in Cavour, S.D., (the elementary school in our district is 10 miles away.) The students confer with elementary teachers, observe elementary classes, and prepare activities to do with the students and a bulletin board that is an addition to the elementary teacher's resources. This project is further detailed in the child development unit.

We avail ourselves of the resources of a community of 14,000 people (Huron, S.D.) which is 18 miles distant. A field trip is planned every other year and the junior and senior home economics students visit a mortuary (insights on careers, death & dying), furniture store (consumer information on furnishing needs and new trends in furnishings with emphasis on energy conservation), and child day care center. (This enables them to compare a large center to the home-type one students previously have visited in other home economics classes).

An annual field trip to Mitchell, S.D., 75 miles distant, allows students an opportunity to visit the Mitchell Vo-Tech School which is a post-high trade school. Brief stops are made at a jewelry store, florist shop, and bridal boutique for information relating to a mini-unit on weddings.

The climax of the trip is a visit to the only high school vocational child development program in our state, under the auspices of Mitchell High School. This gives students yet another insight into career possibilities with children, as well as options parents have for child care facilities.

A Future Homemakers of America project, "Adopt-A-Grandparent," has given members an insight into the elderly. A dinner is served in the spring and menu and serving are planned keeping the special needs of the elderly in mind.

FOR ADDITIONAL INFORMATION CONTACT: Bonnie Huber
Home Economics Instructor
Iroquois High School
Iroquois, S.D. 57353
(W) 605-546-2426

NOMINATION ABSTRACT

PROGRAM TITLE: Parenthood Specialist for Parenthood/Child Development Program

TARGET AUDIENCE: Junior-Senior High Students and Family Living/Parenthood Education, Child Development, Comprehensive H.E. and Child Care Teachers

DESCRIPTION & PROGRAM: The role of the Resource Specialist is to provide up-to-date instructional materials, techniques and teaching strategies for teachers. The major objective of this position is to strengthen Family Living/Parenthood and Child Development program. This will be achieved by providing teachers with current research and local parenting concerns, conducting in-class exemplary lessons, expanding the usage of films, filmstrips, television programs and increasing involvement of community resources for the classroom.

EVIDENCE OF EFFECTIVENESS: Teacher, student and administration evaluations.

IMPLEMENTATION REQUIREMENTS: Budget within the framework of vocational home economics funding. The Parenthood Specialist is certified in Home Economics with emphasis on Parenthood Education. Office and storage space are provided by Division of Vocational and Adult Education.

FINANCIAL REQUIREMENTS: Within school budget and additional funding sought by private agencies.

SERVICES AVAILABLE: Provide teachers with up-to-date instructional materials. Present in-class exemplary lessons, serve as a liaison between school and community, secure additional sources of funding.

FOR ADDITIONAL INFORMATION CONTACT:

Mrs. Marilyn Ingram, Home Economics Consultant
Mrs. Wilma Williams, Home Economics Consultant
Mrs. Kat Terrel, Home Economics Consultant
Fairview Vocational Office, Room 302
2385 Central Avenue
Memphis, TN 38104
(901) 276-4451

NOMINATION ABSTRACT

PROGRAM TITLE: Parenthood Education--Programming for the Future

TARGET AUDIENCE: Secondary School Students in Grades ten, eleven, and twelve.

DESCRIPTION & PROGRAM: This Home Economics Program is a one semester course in which students earn one-half unit of credit. There are no pre-requisite courses. Students are representative of the school's population in terms of socioeconomic background, ethnicity and academic ability. Four broad concepts are explored: the decision to parent, preparation for birth, parental adjustments and guidance for the developing child.

EVIDENCE OF EFFECTIVENESS: The program has been in existence in Metro-Nashville School for six years and has been formally evaluated within the past two years. Instructor and students have participated as resources speakers for graduate classes, university workshops on parenting and teenage pregnancy, community agencies, a television talk show and teacher in-service programs.

IMPLEMENTATION REQUIREMENTS: Support from administrators is the primary requirement necessary for a hand-working, dedicated person who has the time to develop and execute the Program.

FINANCIAL REQUIREMENTS: Financial support for the Program is provided solely by local and state funds allocated for the Vocational Consumer and Homemaking Program.

SERVICES AVAILABLE: Instructor and student developed materials are available along with the course outline and state and local curriculum guides.

FOR ADDITIONAL INFORMATION CONTACT:

Mrs. Elaine W. Alexander
Home Economics Teacher
John Overton High School
4820 Franklin Road
Nashville, TN 37220
(615) 832-1818

NOMINATION ABSTRACT

PROGRAM TITLE: Education for Parenthood

TARGET AUDIENCE: Students/Parents in Austin Independent School District

DESCRIPTION & PROGRAM: The program consists of: An alternative school for pregnant students, including on-site nursery facilities, campus day care facilities for students upon leaving the alternative school, vocational home economics courses to support positive parenthood education, and vocational home economics courses to train students for careers in child care.

EVIDENCE OF EFFECTIVENESS: Recognized by the Ford Foundation as one of five outstanding programs in the United States. Validated by the Texas Education Agency. Licensed by the Texas Department of Human Resources. Cited by National PTA as an example of a successful parenthood education program.

IMPLEMENTATION REQUIREMENTS: Space for alternative school and infant/toddler development centers and School Board and community commitment to helping school age parents.

FINANCIAL REQUIREMENTS: Start up money of approximately $1,000 per infant/toddler per month and continuation of program costs approximately $200 per infant/toddler per month.

SERVICES AVAILABLE: On site day care for student/parents, career training in the child care field, parenthood education concepts are taught, and parent clubs are support for student/parents.

FOR ADDITIONAL INFORMATION CONTACT: Billie F. Franke
6100 Guadalupe
Austin, TX 78652
(512) 453-3019

NOMINATION ABSTRACT

PROGRAM TITLE: School Age Parent Center

TARGET AUDIENCE: Pregnant and Parenting Teens

DESCRIPTION & PROGRAM: This is a special education program designed to meet the special needs of pregnant and parenting adolescents living within the El Paso Independent School District. Emphasis is on keeping these young people in school while providing special course in nutrition, child care and parenting.

EVIDENCE OF EFFECTIVENESS: A vast majority of students return to and remain in regular school program. Research done at program sites finds there is a significant growth in knowledge of parenting skills and health care among participants as compared to those students not participating in a similar program. Research has shown increase in self-concept pre and post parturition.

IMPLEMENTATION REQUIREMENTS: A facility apart from regular school setting is desirable. A faculty of 6 teachers, 1 administrator, 1 clerk, 1 counselor, ½ nurse, ¼ P.E. instructor and occasional volunteers.

FINANCIAL REQUIREMENTS: Free public school education to all students certified by a licensed physician as being pregnant, under 22 years of age, resident of El Paso Independent School District.

SERVICES AVAILABLE: 1. Educational program geared toward graduation, 2. Counseling, 3. Transportation, 4. Health care and counseling, 5. Vocational home economics classes, 6. Day care, 7. Lunch program, 8. Redirection follow-up.

FOR ADDITIONAL INFORMATION CONTACT: Betty Dodson
School Age Parent Center
4864 Doniphan
El Paso, TX 79922
(915) 581-5447

NOMINATION ABSTRACT

PROGRAM TITLE: Quality Parenting

TARGET AUDIENCE: 10th-12th grades

DESCRIPTION & PROGRAM: This class deals with the most important issues of life to help students learn to live on their own and later establish homes. Units of instruction include: Goals, decision making, money management, personal finance, marriage, coping with crises, mother/father roles, and the family life cycle (pre-natal-gerontology). The course emphasizes knowledge and skills that will help students meet the needs of their future family life. *Not all units of instruction throughout the year are listed above.

EVIDENCE OF EFFECTIVENESS: The over-whelming response of the students, coupled with the drastic increase in the number of students enrolling in the Parenting/Child Development classes is positive proof of the quality of this program. Over a three year period the program has had over a 300% increase in enrollment. Pre-test and Post-test represent the effectiveness of this program.

IMPLEMENTATION REQUIREMENTS: The unit is implemented on a unit basis, with clear and well defined goals and objectives. The goals are systematically stated and outlined for students, to meet their present and future needs.

FINANCIAL REQUIREMENTS: The Parenting/Child Development Program is very cost effective, requiring little expenditure of funds. The only major expenses are instructors' salaries.

SERVICES AVAILABLE: The full compliments of Home Economics are available in community and schools, including: Banks, Pre-school, Hospitals, Elementary Schools, etc.

FOR ADDITIONAL INFORMATION CONTACT:

Karen R. Nielson
Alta High School
11055 South 1000 East
Sandy, UT 84070
(801) 571-1254 or
(801) 571-7745

NOMINATION ABSTRACT

PROGRAM TITLE: Pride in Parenting

TARGET AUDIENCE: Parents with children under the age of one year

DESCRIPTION & PROGRAM: The Pride in Parenting Program is a parent enrichment, infant stimulation, support program. The parenting education conponent consists of information concerning infant bonding; trust, child growth and development, sensorimotor period of development, safety in the home, individual differences among infants, learning through play, language development, discipline vs. punishment, and nutrition for infants. The importance of immunization, promoting wellness, and child self-esteem. The infant stimulation conponents concentrate on early development of socialization between parent-child through play. Parent and child receive support through group activities.

EVIDENCE OF EFFECTIVENESS: The Pre-Post test analysis (Bavolek) was administered during the first day of class. The inventory measures five constructs-attitudinal changes. The first group of participants' scores have been evaluated. However the remaining three sessions are currently being evaluated. Final results can be attained for the purpose of this abstract by contacting Dr. Ron Brathwaite, Director Area Health Education Center, Norfolk, Virginia, (804) 627-8076.

IMPLEMENTATION REQUIREMENTS: Curriculum, materials, volunteers and/or paid staff (minimal) trained to deliver this program, hospital support, public health support, and school system.

FINANCIAL REQUIREMENTS: Total requirements for budget to operate program for 600 families: $37,602.

SERVICES AVAILABLE: Parenting Education, Infant Stimulation, Coping and Stess Management skills for Parents, Graduate and Undergraduate practicum experience for students, Parenting Education Workshops, Parent-infant exercise program.

FOR ADDITIONAL INFORMATION CONTACT:

Bonnie Wittman, Project Coordinator
The Planning Council
101 St. Paul's Blvd.
Suite 1100
Norfolk, VA 23510
(804) 622-9268

NOMINATION ABSTRACT

PROGRAM TITLE: Parenting for Yourself & Your Child: A Parenting Program for High Risk Parents

TARGET AUDIENCE: High Risk Parents; neglectful, abusive, handicapped, teenage, economically disadvantaged, single parents.

DESCRIPTION & PROGRAM: The program provides a detailed instructor's manual teaching parenting skills in self esteem, communications, the past and change, child development, anger, guidance, discipline, stress, resources, age appropriate toys, and depression. The course includes home visits and child care. Training for professionals is provided through conferences and targeted assistance seminars. the goal is to assist neglectful and abusive parents and care givers to learn parenting skills which will enable them to develop positive attitudes toward the care of children. It has produced documented behavior change.

EVIDENCE OF EFFECTIVENESS: Parents' pre-test post test results, showing an average increase of six levels of knowledge of parenting skills, participant and professional testimonials to behavior change. Reduced recidivism rate among class graduates. Testimonials for professionals who have used the manual.

IMPLEMTATION REQUIREMENTS: The manual has been written so that any professional with a background in teaching and/or child and family development can train themselves to teach the classes. Linkages with social service agencies, schools and others are necessary for referrals and follow through. The program may be sponsored by a variety of agencies, schools or colleges.

FINANCIAL REQUIREMENTS: $1,009 per 11 session, Parenting Course for 16 persons. Includes ten class sessions, one home visit, all materials and free child care. Participants pay no tuition. Course expenses are covered by a combination of FTE and Federal Sub part five monies. $2,800 per each Conference (cover by participants $10 for each Instructor manual.

SERVICES AVAILABLE: For Parents: Parenting skills training, home visits, free child care during class, free materials and handouts, support group. For Professionals: Training to use the curriculum and other materials. For Services: Technical assistance from sponsoring agency. Linkages with schools, courts, and agencies.

FOR ADDITIONAL INFORMATION CONTACT:

Janet Bourque, Coordinator
Federal & Special Projects
Lake Washington Vocational Techincal Institute
11605 - 132nd Avenue, N.E.
Kirkland, WA 98033
(206) 828-5613

NOMINATION ABSTRACT

PROGRAM TITLE: Exploring Childhood

TARGET AUDIENCE: Kindergarten students; Eleven and twelfth grade high school students

DESCRIPTION & PROGRAM: Exploring Childhood is a vocational home and family life class which utilizes the curricula of the Exploring Childhood class along with the District's adapted Kindergarten program for both the high school and kindergarten students. The formation of the program provides two hours weekly for the older student to work one-on-one with a kindergarten child.

EVIDENCE OF EFFECTIVENESS: Our program is in the second year of operation. We have not collected test data, however, we have assessed all parents and students who were enrolled in the program last year by utilizing questionnaires and interviews. To date, the program has been extremely well received by the community, district staff and personnel. All responses have been positive.

IMPLEMENTATION REQUIREMENTS: It is recommended that classroom and playground space be located on the high school campus. Utilization of existing staff, curricula, and space greatly facilitates the implementation process. Except for the modification of nursing and transportation schedules, we required no additional changes.

FINANCIAL REQUIREMENTS: The kindergarten class needs to be relocated on a high school site. Once the program is established, the cost is no greater than to maintain a separate kindergarten or Exploring Childhood class with the exception of transportation cost for the kindergarten students which makes the program very inexpensive to implement.

SERVICES AVAILABLE: The students who enroll in the Exploring Childhood class or kindergarten class are students that normally would attend classes in the school district. Special services such as guidance, counseling, nursing, and specialists in the areas of speech, hearing, vision, and psychology are available within the school district.

FOR ADDITIONAL INFORMATION CONTACT:

Karen Bergh
Home and Family Life Instructor
Timberline High School
6120 Mullen Road S.E.
Olympia, WA 98503
(206) 456-7655

Judy Johnson, Kindergarten Instructor
(Same address)

Allan W. Burmester
Director Vocational Education
North Thurston School District
6202 Pacific Ave., S.E.
Olympia, WA 98503
(206) 456-7737

NOMINATION ABSTRACT

PROGRAM TITLE: Program for Family Living

TARGET AUDIENCE: The target audience is economically, educationally, and culturally disadvantaged parents and their children. Many are high risk candidates for child/spouse abuse and neglect.

DESCRIPTION & PROGRAM: Parents come with children two times a week for three hours each session. Parents attend adult classes and children are cared for in the child care center. The program runs from September to June.

The program covers all aspects of vocational consumer/homemaking and parenting survival skills. The children's lab is available for directed classroom observations and "hands on" activities.

EVIDENCE OF EFFECTIVENESS: This program has been a model for many other programs and is visited often by community agencies. Community needs are effectively monitored by the on-going use of a local advisory committee. Members provide support and provide on-going evaluations.

A satellite program is being developed in another low income area of the community.

IMPLEMENTATION REQUIREMENTS: The basic requirements would be a room for the adults and a room for the children. One to two staff members would be needed for the adults and two to three teacher aides would be needed for the children.

The adult rooms would need chairs, tables and other classroom items where the children's areas would need play and art centers and various early childhood equipment.

FINANCIAL REQUIREMENTS: The cost would depend on class size, frequency of class meetings, number of class sessions, proximity of families to program, salaries and benefits established within each district and available facilities and equipment.

SERVICES AVAILABLE: The services for the parents include information on family income, management, nutrition and meal planning, housing, family relationships and parenting skills, development of self-esteem and other areas.

Care is provided for the children of the students in the child care center and an on-going curriculum of early childhood activities are presented to the children.

Home visits are made to individuals and/or families as they join the program and later as needs arise.

Transportation is provided to some students who are not able to attend class by their own transportation or by bus.

Observations of the children's lab are directed at certain times to help parents become acquainted with children's activities.

FOR ADDITIONAL INFORMATION CONTACT: Carol Mooney
Program Supervisor, Program for Family Living
4500 Steilacoom Blvd., S.W.
Tacoma, WA 98499-4098
(206) 584-7611

NOMINATION ABSTRACT

PROGRAM TITLE: The Southwest Wisconsin Education for Parenthood Project

TARGET AUDIENCE: Secondary Students and Home Economics Teachers

DESCRIPTION & PROGRAM: This is a program that is designed to prepare students for their future responsibilities of parenthood by enabling them to develop intellectual skills they can use in confronting parenting problems. The project has two components: a classroom component and a component to involve parents and community in the education for parenthood program.

EVIDENCE OF EFFECTIVENESS: Teacher evaluation indicated the materials were interesting and stimulating for students. Students responded well to the group activities: Advisory committees contributed to the success of the program by the process of authentic participation.

IMPLEMENTATION REQUIREMENTS: The program is appropriate for a variety of audiences who are interested in adapting/planning instructional experiences that improve students/family abilities to use what they know in thought and action. An implementation flow-chart and examples are used to describe the implementation process.

FINANCIAL REQUIREMENTS: The budget total is $3,900. It includes allocations for staff salary, consultant or coach honorariums, printing, media and travel. No special facilities are required.

SERVICES AVAILABLE: Presentation(s) on SWEPP Model Conponents SET of three printed implementation documents Consultant/coaching on the SWEPP Process Observation site at Dodgeville High School Exhibits of media and materials at CESA #14 Media Center.

FOR ADDITIONAL INFORMATION CONTACT:

Cecile Hoffman, Director
Vocational/Home Economics Education
CESA #14
1300 Industrial Drive
Fennimore, WI 53809
(608) 822-3276

NOMINATION ABSTRACT

PROGRAM TITLE: Contemporary Growth, Development and Positive Parenting

TARGET AUDIENCE: Grades 7-12 and Community Educational Support Groups

DESCRIPTION & PROGRAM: Contemporary Growth, Development and Positive Parenting is a broad based project of three segments covering a six year period, grades 7-12. The required seventh grade course in Growing Up stresses individual growth and family relationships at age twelve, fundamental to future parenting. Courses in Human Development and Child Guidance, constituting together an in-depth study of children, are offered at grades 10 and 11 as electives. Finally at grade twelve, the required course in Contemporary Living uses the professional resources of the community to bring home to the student the stresses upon parents and parenting prevalent in society.

EVIDENCE OF EFFECTIVENESS: It is difficult to statistically measure the success of the project in the short term. About the only things that can be pointed out are the satisfaction of the community that good and necessary work is being done in Contemporary Growth, Development and Positive Parenting, and the evaluations of students, parents, and community members indicate an experience valuable for students in their future parenting role.

IMPLEMENTATION REQUIREMENTS: Community involvement has been a vital part of Contemporary Growth, Development and Positive Parenting in its conception and implementation, its ongoing development and its continuing success. This involvement has encouraged community support groups and organizations to adopt this project as a model for their educational programs.

FINANCIAL REQUIREMENTS: The development and implementation of the program is supported through the Whitnall School District budget with the aid of Vocational Education Funds, Subpart 5, Consumer-Home Economics.

SERVICES AVAILABLE: In the Growth Up and Contemporary Living segments, the community serves the school, in its resources of professional specialists who serve as the most relevant and effective daily instructors. In the Human Development and Child Guidance courses, the students learn to serve the community, in the form of a Laboratory Nursery School, which is an integral part of the course.

FOR ADDITIONAL INFORMATION CONTACT: Mrs. Joanne Quick
Whitnall High School
5000 South 116th Street
Greenfield, WI 53228
(414) 425-4000

NOMINATION ABSTRACT

PROGRAM TITLE: Parent Paks

TARGET AUDIENCE: Parents and pre-school children.

DESCRIPTION & PROGRAM: Parent paks are an organized composite of supplies, ideas, and information centering on topics which promote parent-child interaction and learning. Their portable design offers convenience to a variety of parenting needs.

EVIDENCE OF EFFECTIVENESS: The Parent-Child Center has been successfully using paks for three and a half years. Our survey results attest to their usability and value. Area educators have proven our idea to be versatile and adaptable to individual parent-child situations.

IMPLEMENTATION REQUIREMENTS: Any program can adapt this idea to meet the needs of the parents and children they serve. Minimal parent orientation is needed to alert them to the process of using them.

FINANCIAL REQUIREMENTS: Paks are designed to be economical resources. The cost of implementation will vary with the existing program. If a team of students, parents or teachers would combine efforts to make them, then a minimal cost for materials is the only requirement.

SERVICES AVAILABLE: The Parent-Child Center Staff offers workshops which explain the basis and the process involved in making paks.

FOR ADDITIONAL INFORMATION CONTACT: Kay Davis
c/o Western Wisconsin Technical Institute
Sixth and Vine Streets
La Crosse, WI 54601

NOMINATION ABSTRACTS

PROGRAM TITLE: Playschool and Parents' Forum

TARGET AUDIENCE: High School World of Children classes, three, four, and five year old children not in school and their parents/guardians.

DESCRIPTION & PROGRAM: Playschool and Parents' Forum is a two-fold program sponsored by the Home Economics Department. The program is scheduled in the last month of the World of Children classes. The Playschool is planned and conducted by the students in the World of Children classes as a culminating experience of their semester study. The Parents' Forum is for parents/guardians of children enrolled in Playschool. A Parents' Forum Director invites professional people in the school and community who work with children and families as resource persons.

EVIDENCE OF EFFECTIVENESS: The effectiveness of this program has been identified by multiple means. Through daily observations in the Playschool setting, the classroom teacher denotes the frustrations and joys/satisfaction of the high school students as they become teachers. Parents/guardians provide verbal and written evaluation of the program. Graduates who were enrolled in the World of Children classes are returning as parents with their children.

IMPLEMENTATION REQUIREMENTS: The Playschool/Parents' Forum is held three days a week during the regular classroom hour. High school students plan, develop and implement lessons for teaching based on childrens' needs and abilities. The Parents' Forum is held at the same time. A Parents' Forum Director (not classroom teacher) plans the program, assists with publicity and serves as a group leader for each time the Parents' Forum is in session.

FINANCIAL REQUIREMENTS: The cost for the operation of the program is the honorarium of $150 for the Director each semester. This part of the project has been partially funded through Consumer Homemaking funds. The supples for the Playschool are minimal, such as paper, glue, markers. Appropriate toys and games are designed and made by the students for use during the three-week program.

SERVICES AVAILABLE: These services are available to community members at no cost for participation.

FOR MORE INFORMATION CONTACT:

Dawn Johnson, Chairperson
Home Economics Department
Teacher, World of Children classes
Oshkosh North High School
1100 West Smith Avenue
Oshkosh, WI 54901
(414) 233-7000. ext. 184

NOMINATION ABSTRACT

PROGRAM TITLE: Cooperative Child Care Services Program

TARGET AUDIENCE: High School Students With a Career Goal of Working With Children

DESCRIPTION & PROGRAM: The Cooperative Child Care Services program is a year long course which provides our youth with job entry level skills. The program is designed to assist students in preparing for jobs in child care occupations. The student spends one hour per day in the classroom and approximately 15 hours per week at the place of employment. Regular school credit is granted for classroom instruction and for on-the-job training. The student receives the on-going rate of pay for his job training. A prerequisite to enroll in the course is one year of the child development class.

EVIDENCE OF EFFECTIVENESS: This program was initiated during the 1979-80 school year. It is the only one of its nature in the state of Wyoming. It has been a very strong course offering at East High School for 5 years. It has been evaluated by the Wyoming State Department of Education, the Curriculum Advisory Council, the administration of East High School, employers in the community, and most importantly, by the students taking the course.

IMPLEMENTATION REQUIREMENTS:

1. a community with a need for quality child care aides,
2. a supportive administration,
3. an enthusiastic teacher/coordinator,
4. a regular classroom tha can be changed to hold a preschool.
5. basic play school equipment.

FINANCIAL REQUIREMENTS: Initially, I began the program with a budget of $335 for textbooks and resources. I ran it successfully for the first year on this amount. From there it depends on the involvement one wants to devote to the program. I was very fortunate and wrote a successful federal grant for $11,946. I then set up a very elaborate program with this money.

SERVICES AVAILABLE: 1. Quality child care aides as a resource for community child facilities. 2. Students with the knowledge and experience in the responsibilities of parenthood.

FOR ADDITIONAL INFORMATION CONTACT:

Gail Nelson
Home Economics Teacher/Coordinator
East High School
2800 East Pershing Blvd.
Cheyenne, WY 82001
(307) 635-2481

APPENDIX

EX OFFICIO MEMBERS

Dr. Camille Bell
Representing the Coalition
College of Home Economics Educ.
Texas Technical University
Lubbock, TX 79409

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Vice President AVA
Flora, IL 62839

Bertha King
Senior Education Program
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US Dept. of Educ./OVAE
ROB, Room 5660
Washington, DC 20202

Ms. Louisa Liddell
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Future Homemakers of America
1910 Association Drive
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State Department of Education
State Office Building #6, Room B-237
1900 Washington Street East
Charleston, West Virginia 23505

PARENTHOOD/CHILD DEVELOPMENT
DISSEMINATION PROJECT
ADVISORY COMMITTEE

STATE DIRECTOR OF
VOCATIONAL EDUCATION

Dr. Paul Lindsey
Assoc. Commissioner for
Occupational Education
and Technology
Texas Education Agency
201 East 11th Street
Austin, TX 78701

STATE SUPERVISORY OF
VOCATIONAL HOME ECONOMICS
EDUCATION

Ms. Audrey Grote
State Advisor/Supervisor
Minnesota Dept. of Education
550 Cedar Street
St. Paul, MN 55101

ADMINISTRATION OF
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Moultrie, GA 31768

EXCELLENCE IN PARENTHOOD/CHILD DEVELOPMENT EDUCATION

CRITERIA USED FOR PROJECT SELECTION

PURPOSES OF PROJECT

Philosophy and Rationale

- o The philosophy and rationale relate to the purpose of the project.
- o The purposes of vocational home economic education for family life/ parenthood education, and child growth and development are reflected in the program philosophy and rationale.

Project Goals

- o The goals are adaptable for a variety of audiences.
- o The goals are appropriate for the available level of funding.
- o The goals include emphasis on the development of decision making and other higher-order thinking skills.
- o The goals are designed to develop positive attitudes toward the care of children.

Objective for Learner Outcomes

- o The objectives are stated in measurable terms.
- o The objectives are consistent with the goals of the project.
- o The objectives are appropriate for the target audience.

CONTENT

- o Community needs are addressed by the involvement of a local advisory committee.
- o Instructional strategies address all learning domains.
- o Program provides interaction among learners.
- o Program includes information about medical and social support services.
- o Program includes actual experience in observing and participating with children.
- o Program addresses the needs of special populations.
- o Program is exemplary and innovative.
- o Program has a comprehensive curriculum with a family focused orientation.
- o Program incorporates the vocational student organization activities where appropriate; or outreach programs where appropriate.

PROGRAM MATERIALS

- o The background and rationale for the development of the materials are defined.
- o The materials can be adapted for competency-based education.
- o Originality is reflected in the project materials.
- o The materials are cost effective.
- o The teaching materials are fully developed.
- o The project materials are immdeiately available.
- o A recommended resource list of original and commerical materials has been compiled.
- o Clearance has been obtained for the reproduction of all submitted materials.
- o Materials are editorially accurate.
- o A bibliography of program resource materials is available.

IMPLEMENTATION

Budget and Funding Sources

- o A budget for the expenses of installing and utlizing the program is clearly presented.
- o The budget is commensurate with the project objectives.
- o The sources of funding have been identified.
- o The cost of implementing the program is within the capabilities of school districts, community agencies and others.

Usability

- o Program can be adapted and used by a variety of audiences.
- o Program is currently in operation and there are plans for program continuation.
- o Program may be visited and observed until the end of 1985-1986 school year
- o Facility requirements are described.

Staff

- o The personnel needs are specified: Positions, numbers of people, degree levels, and preparation/experience in the field of vocational home economic education.

EVALUATION

- o Program content was validated by subject matter experts.
- o Evidence is provided to show that the submission is a sound educational program that promotes higher order thinking skills and decision making skills.
- o Field test documentation is provided.
- o Evidence that a positive change consistent with the objectives occured within the learners as a result of the program.
- o Program administrators have been successful in justifying the existance of the program. Evidence of support is included as well as copies of justification materials.

PARENTHOOD/CHILD DEVELOPMENT
AVA-KELLOGG
DISSEMINATION PROGRAM

WORKSHOPS SCHEDULE

DATES	SITES	REGISTRATION DATES
Sunday, June 10, 1984 evening Monday, June 11, 1984 morning	Arlington, Virginia (Washington, DC area) Sheration National Hotel Columbia and Washington Blvd. Arlington, Virginia	May 10, 1984

(in conjunction with the Department of Education meeting-National Conference on Vocational Home Economics Education)

Thursday, June 28, 1984 evening Friday, June 29, 1984 morning	Anaheim, California Anaheim Marriott Hotel 750 Convention Way Anaheim, California 72802	June 15, 1984

(in conjunction with the American Home Economics Association annual meeting)

Sunday, July 15, 1984 9:00 am - 5:00 pm	Chicago, Illinois Palmer House 17 East Monroe Street Chicago, Illinois 60603	July 1, 1984

(in conjunction with the National Leadership Conference of the Future Homemakers of America)

Tuesday, August 7, 1984 9:00 am - 5:00 pm	Atlanta, Georgia Downtown Marriott Hotel Courtland at International Atlanta, Georgia 30043	July 15, 1984

(in conjunction with the Georgia Vocational Home Economics Teachers Conference)

Thursday, November 29, 1984 9:00 am - 5:00 pm	New Orleans, Louisana site to be announced	November 15, 1984

(in conjunction with the American Vocational Association annual meeting)

AMERICAN VOCATIONAL ASSOCIATION, 2020 N. 14th Street, Arlington, Virginia 22201